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## ABSTRACT

Described is the development, implementation, and evaluation of guidelines for a program serving gifted children in two Sacramento, California elementary schools. Considered are the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame for program development and implementation. The major portion of the document consists of appendixes including minutes of the gifted program advisory committee, a list of learner objectives, the written plan for one school program, a student evaluation of the program, a questionnaire for teachers, letters, and the final draft of the Sacramento City Mentally Gifted Program which includes the Teacher Indicator of Potential (TIP) rating scale. (DB)

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THE DEVELOPMENT AND IMPLEMENTATION  
OF ELEMENTARY SCHOOL GIFTED  
PROGRAM GUIDELINES

by

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Submitted in partial fulfillment of the  
requirements of the Degree of  
Doctor of Education, Nova University

Sacramento Cluster  
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Maxi II Practicum Report  
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## CHAPTER 1

### INTRODUCTION

In the summer of 1972, Wilson Riles, California's Superintendent of Public Instruction, in a publication forward for the California State Department of Education stated:

The gifted students very often become the eminent leaders in education, industry, and government. However, if their special educational needs are not met, the gifted will likely become frustrated, and this frustration may prevent their reaching constructive goals. If such a thing were to happen, both the state and the nation would suffer a great loss.<sup>1</sup>

If gifted students very often become leaders in education, industry, and government and there is a danger of frustrating and loosing this potential leadership resource, it is the responsibility of today's society through its educators to seek out and develop viable programs for gifted youth of this country. A society has a very real obligation to itself to

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<sup>1</sup>California State Department of Education, Teaching Gifted Children Literature In Grades 4-6, Sacramento, California: California State Department of Education, 1972, p. iii.

assure its own healthy survival by conserving and educating one of its greatest resources. Its youth and their potential capabilities must be nurtured to maintain and improve the society. Programs need to be developed to assure our survival and to educate gifted individuals:

Development in this context does not mean the attractive packaging and commercial promotion of any particular gifted program or method. Rather, it means the careful construction of program guidelines that are based upon sound educational principles and are logically congruent from the goals through the learning activities. This logical congruence must be verified through local school use and evaluation. Even then, use is limited to schools or groups comparable to those with which the particular program guidelines were verified. As this development proceeds it should be guided by the following principle: "Evaluation is best looked at as a form of educational intelligence for the guidance of program construction and pedagogy."<sup>2</sup>

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<sup>2</sup>Jerome S. Bruner, Toward a Theory of Instruction, Cambridge: Belknap Press, 1966, p. 163.

The California Legislature in 1970-71 passed Senate Bill 364, legislation that provides monies for identifying mentally gifted minors and for program development and implementation. Minimum standards for gifted programs are legislatively prescribed, however, it is each local district's responsibility to develop its own gifted program. In the writer's district 57 elementary school staffs' develop and implement their own school programs. In practical terms it is the elementary school principal who is charged with the responsibility for all aspects of the gifted program at the site level. It seems that it would be beneficial to local school staffs if they were to have a set of published guidelines for gifted program development and implementation.

#### THE PRACTICUM

##### Statement of the Practicum

Substantial numbers (2,716) of gifted children within the Sacramento City Unified School District participate in gifted programs. There are no district published guidelines at the elementary school level. A basic set of elementary school gifted program guidelines must be made available to assist local school personnel in the development and implementation of instructional-learning activities for mentally gifted minors.



### Purpose of the Practicum

Much of the gifted literature seems more concerned with identification and administrative policies than with the instructional-learning processes.<sup>3</sup> These policies are necessary, however, effort needs to be directed toward total program development. Casual observations by the writer in schools that have been involved in gifted program development have pointed out a need for a district procedural base of guidelines which district educators may use in developing and implementing programs uniquely appropriate for mentally gifted minors. The purpose of this practicum was to develop, implement, and evaluate a basic set of gifted program guidelines for use at two school sites within the Sacramento City Unified School District for the 1974-75 school year.

### Limitations of the Practicum

This Maxi II Practicum was limited to developing and implementing a set of gifted program guidelines for children in grades one through six at two elementary school sites.

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<sup>3</sup>Maurice F. Frechill and James F. Mangary, "Critical Questions and Answers Relating to School and Society in the Education of the Gifted," *The Gifted Child Quarterly*, Autumn 1972, Vol. XVI, No. 3, p. 193.

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within the Sacramento City Unified School District. The guidelines resulting from the practicum will be made available to other schools on a district-wide basis.

### Importance of the Practicum

The need of the gifted child to exercise his capacity and to grow at his own rate is at least as intense as that of a child who developed slowly and is limited or handicapped in potential. . . . boys and girls who manifest superior abilities to learn and perform have equally important needs for special education provisions.<sup>4</sup>

These words provided the basic rationale for this practicum. A child has a basic right to an education in keeping with his ability. Guidelines for planning and implementing programs at the elementary level in the Sacramento City Unified School District need to be made available to district educators so that gifted children may have their unique learning needs met.

### Definition of Terms

The following definition of terms were used throughout this practicum:

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<sup>4</sup>California State Department of Education, Education of Mentally Gifted Minors, Sacramento, California: California State Department of Education, 1971, p. 7.

1. Mentally gifted minors. Mentally gifted minors are children identified by California Educational Administrative Code, Title 5, as follows: "Children must score at or above the 98th percentile on a full scale individual intelligence test approved by the State Superintendent of Public Instruction and all evidence of pupils' general intellectual and scholastic capacity will be examined by an admission and placement committee consisting of a classroom teacher, a credentialed school psychologist and a school principal in order to certify children as gifted." This gifted definition is limited and is used because the state legislative monies may only be allocated to provide direct program services to identified children using these criteria.

2. Gifted program guidelines. This term is used to denote the printed gifted program guideline materials developed by the Maxi II writer. Seven program elements will comprise the content of the guidelines. These include the rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame to accomplish the procedural steps for developing and implementing a program.

3. Learning activities. Learning activities are those curricular content tasks in which mentally gifted minors engage to assist them in acquiring specified learnings as stated in learner objectives of each schools' written program plan.

4. Gifted program advisory committees. Gifted program advisory committees at each school site are composed of at least fifty-one percent students and parents. The other members are teachers and principals. The purpose of the committees is to assist in developing and implementing gifted programs at John Cabrillo and Nicholas Elementary Schools.

5. Creative activities program, CAP. The creative activities program, CAP, is the name adopted by the John Cabrillo Elementary School Advisory Committee for the gifted program.

6. Star center program, STAR. The STAR center program is the name for the gifted program at Nicholas Elementary School adopted by the School Advisory Committee.

#### PRACTICUM GOALS

The goals of the Maxi II Practicum were to:

1. Develop gifted programs at two school sites and implement them on a trial basis for the 1974-75 school year.
2. Develop tentative gifted program guidelines for the 1974-75 school year.
3. Revise the guidelines in terms of process and product evaluation.
4. Publish the revised gifted program guidelines for the Sacramento City Unified School District. These guidelines will also be available to the California State Department of Education.

### OVERVIEW OF THE PRACTICUM

In the first chapter, the statement and purpose of the practicum have been stated, the limitations, and importance of the practicum have been presented, terms have been defined, and the practicum goals have been formulated. Chapter 2 presents a review of the literature related to the practicum.

Chapter 3 describes the procedures followed in conducting the practicum. This description will include the program content at two school sites, identification of previous program elements, program guidelines, resources, staff development and evaluation. The evaluation results of the practicum are presented in Chapter 4. The final chapter, Chapter 5, summarizes the findings of the practicum and provides recommendations.

## CHAPTER 2

### REVIEW OF THE LITERATURE

One need not look far into the literature to find that there has been a substantial amount of published material in the area of the identification and characteristics of gifted children. At least 22 states have within their education codes terms which can be related to the gifted child.<sup>5</sup> However, when the literature is examined there is a dearth of available published program materials. This leads one to be cautious in relating law to programs. This lack of gifted program materials is likely due both to economics and educational priorities. There is only so much money available for public education.<sup>6</sup> Who gets what out of the available resources is determined by the priorities developed by local boards of education in conjunction with their professional educators. The limited resources are quickly absorbed by monetary crises and the need

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<sup>5</sup>United States Office of Education, Education of the Gifted and Talented, Vol. 2, Background Papers, Department of Health, Education and Welfare, Washington: Government Printing Office, 1971, p. D-1.

<sup>6</sup>Robert M. Hutchins, The Learning Society, New York: Frederick A. Praeger Publishers, 1968, p. 3.

to solve the problems of the child who cannot learn, or the deprived child, or the disruptive child before giving full attention to the gifted child.

This chapter presents a review of the literature organized into three major sections: (a) characteristics and identification of gifted children, (b) the need for gifted programs, and (c) gifted programs. A summary of the three major literature sections is also presented. The first section considers who are the gifted and what traits they possess. The second section deals with the underlying rationale for gifted programs. The final section considers current programs and their financing along with the school personnel associated with these programs.

#### Characteristics and Identification of Gifted Children

Early studies in the latter part of the 19th and the early part of the 20th century by Dolbear, Terman, and Yoder initiated the knowledge of gifted children and their behaviors.<sup>7</sup> These studies indicated that giftedness was not a sign of future maladjustment. In general gifted children were found to be better adjusted and more popular than the general population.

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<sup>7</sup>Catherine Miles, "Gifted Children," Manual of Child Psychology, ed. Leonard Carmichael, New York: John Wiley and Sons, Inc., 1954, p. 43.

Traits that differentiated gifted children from the average were independence of thought, perceptiveness, understanding, strength of memory, originality, depth of understanding, trustworthiness, conscientiousness, strength of influence on others, persistence, long range goals, and a desire to excel.

Gifted children are not loners even though they may develop special interests. Data indicate that these individuals characteristically perform well in academic and asthetic fields as well as serving as leaders in school life organizations, in athletics, and in community groups.<sup>8</sup>

These children learn to read at a younger age and in part because of their early reading and resultant early knowledge, gifted children tend to explore ideas and issues earlier than their peers. When they are young they depart from their self-centered concerns and values earlier than their chronological peers. Social problems of morality, relationships with others, and world peace may be deep concerns of even the elementary age children.<sup>9</sup>

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<sup>8</sup>Ruth Martinson, Educational Program for Gifted Pupils, Sacramento: California State Department of Education, 1961, p. 8.

<sup>9</sup>Leta Hollingworth, "Children Above 180 I.Q." Stanford Binet: Origin and Development, Yonkers, New York: Word Book Company, 1942, p. 17.



Robertson<sup>10</sup> indicated that the interests of gifted children were broad but selective. They were discriminating about their choice of interest that required outside classroom activities. If an activity turned out to be busy work or much like a classroom experience it was jettisoned. If there was a social purpose involved that met their needs or contributed to society they were likely to devote time to the activity. Collections and specialized hobbies were manifested at an early age in the gifted, even during the primary years of school.<sup>11</sup> These children liked to organize, structure, classify, and identify the things that made up their world. Their interests began early in life and continued throughout their lives' span.

In a comprehensive validation and an item analysis study, 31 discriminating gifted traits were reported by Piper.<sup>12</sup>

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<sup>10</sup>Joseph W. Cohen, The Superior Student in American Higher Education, "The Superior Student: Characteristic, Aspiration, and Needs," ed. James H. Robertson, New York: McGraw Hill Book Company, 1966, p. 63.

<sup>11</sup>Walter Barbe, "One in a Thousand -- A Comparative Study of Moderately and Highly Gifted Elementary School Children," Columbus: Ohio State Department of Education, 1964, p. 20.

<sup>12</sup>San Mateo County Schools Gifted Resource Center, TIP SCALE (A Rating Scale to Aid in the Identification of Mentally Gifted Minors) Technical Manual and Research Summary, 1974, p. 3.

1. Relishes situations which require complex problem solving.
2. Uses flexible approach to solution of problems.
3. Understands complicated concepts and relationships.
4. Possesses an unusual amount of general information for his age.
5. Uses unusual words for his age in appropriate ways.
6. Is looked to by others for decisions.
7. Is able to realistically portray varied roles in story-telling or dramatic acting.
8. Exhibits seemingly new or original ideas.
9. Influences the activities of others.
10. Is able to laugh at himself.
11. Demonstrates understanding of concepts beyond his age level.
12. Responds quickly when asked questions.
13. Free of nervous tension.
14. Is able to articulate ideas fluently.
15. Maintains many hobbies, interests, and activities.
16. Creates imaginative stories.
17. Possesses high degree of common sense.
18. Shows strong sense of right and wrong.
19. Works on projects, problems, without close adult supervision.
20. Remembers facts accurately without special effort.

21. Achieves good grades consistently.
22. Is an excellent and avid reader.
23. Combines ideas and materials in unique ways.
24. Does things his own way.
25. Organizes and coordinates the activities of peers.
26. Is eager to try new activities.
27. Appears cheerful and happy.
28. Approaches all tasks in a logical manner.
29. Probes beyond how and what to the why in his questioning.
30. Is self-confident.
31. Creates products of unusual character or quality.

Obviously the gifted in California may be identified if we use the defined criteria of this Maxi II . . . a child who scores at the 98th percentile on an approved intelligence test and is certified as gifted by an admission and placement committee. Nationally, there is little unanimity regarding gifted identification criteria. Different groups in our society are spread on a criterion continuum from restricted to broad definitional identification categories of gifted children.

Giftedness often identifies itself as in the case where a two year old begins to read or play a musical instrument without prior instruction. Other gifted children may not be as obvious. Some may be underachieving, others due to their young age are not recognized as gifted. Generally, gifted kindergarten and other primary children are easily identified because of their precocious general achievement as indicated by Terman.<sup>13</sup> On rare occasions a young kindergartener who is gifted and functioning at a higher intellectual level may isolate himself from his peers because he does not have the opportunity to interact with mental equals. Even though this isolation is rare in the gifted, it may lead a teacher to overlook his giftedness or it may eventually cause the child to hide his mental capacity so he may be acceptable to his peers. The population picture of the gifted is one of people who generally value independence, enjoy an integrity and an independent judgment when confronted with decision making problem situations, have high social ideas, reject conformity without expression of thought, and are task oriented.

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<sup>13</sup>L.M. Terman, Mental and Physical Traits of a Thousand Gifted Children, Vol. 1, California: Stanford University Press, 1926, p. 29.

It is important to develop screening procedures that assist all school personnel to identify gifted youngsters. Intelligence tests have been successfully used at the kindergarten level to identify giftedness. Torrance<sup>14</sup> recommends that a wider scope of attention be given to seven types of data as indicators of giftedness: group intelligence tests, teacher judgment, school records, individual intelligence tests, appraisal of social and emotional maturity, parent interviews, and pupil interviews.

According to Martinson, teachers are able to nominate about half of the gifted children.<sup>15</sup> Barbe found that teachers missed 25 percent of the most gifted.<sup>16</sup> In most places teacher judgment is used for initial screening of the gifted. After this initial screening individual tests of mental ability are administered.<sup>17</sup> Since teachers are 50% accurate in predicting giftedness, it is

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<sup>14</sup>E. Paul Torrance, Gifted Children In the Classroom, New York: Macmillan Company, 1965, p. 23.

<sup>15</sup>Ruth Martinson and May V. Seagoe, The Abilities of Young Children, Washington, D.C.: Council for Exceptional Children, 1967, p. 4.

<sup>16</sup>Walter Barbe, op. cit., p. 12.

<sup>17</sup>James J. Gallagher, Teaching the Gifted Child, Boston: Allyn and Bacon, 1964, p. 5.

important to develop initial screening procedures that allow school personnel to accurately identify the other 50% that may not be recognized.gifted.

### Need For Gifted Programs

It is interesting to note that the education of gifted children has been recognized as an important problem for centuries as noted by Luecking and Sumption.<sup>18</sup> Their work indicates that even though society has recognized the need for gifted education, it has been reluctant to provide the needed program opportunities. This reluctance is evident in the history of almost every national group and social culture in western civilization.

In the United States we have cultural heritage traits and myths to discourage our society from providing adequate programs for gifted youngsters.<sup>19</sup> We have a cultural attitude that it is undemocratic to be different and one does not have special

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<sup>18</sup>Evelyn Luecking and Merle Sumption, Education of the Gifted, New York: Ronald Press Company, 1960, p. 21.

<sup>19</sup>Walter Barbe, Psychology and Education of the Gifted: Selected Readings, "The Gifted Child In the American Culture of Today," ed. Margaret Mead, New York: Appleton-Century Crofts, 1965, p. 25.

hereditary talents above the norm unless one works for them.

Our historical heritage places emphasis on being the same as

our peers, a leveling process. It is not democratic to emphasize

special education for the hereditarily endowed; they have not

worked for their place in society; they were given a gift of

higher intelligence and is that not enough? Meanwhile some

parents of gifted children believe the myth that if you are

gifted you will be unhappy or even exhibit neurotic behavior.

These tales may concern parents and cause them to suppress

their children's gifted behaviors.<sup>20</sup>

In the United States it is estimated that there are between

1.5 and 2.5 million gifted children out of a total elementary

and secondary population of 51.6 million according to a study

chaired by S.P. Marland, former United States Commissioner of

Education in 1971.<sup>21</sup> In this same study the social cost of not

providing adequate education for the gifted was posited:

<sup>20</sup>Ibid, p. 26.

<sup>21</sup>United States Office of Education, Education of the Gifted and Talented, Vol. 1, Report to the Congress of the United States: Department of Health, Education and Welfare, Washington: Government Printing Office, 1971, p. xi.

There is an enormous individual and social cost when talent among the Nation's children and youth goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance.<sup>22</sup>

The gifted school population not receiving the appropriate education represents a waste of one of our most valuable resources and may be a much greater long range expense to our society in the future than it would have been to have provided the needed dollars for gifted programs.

Research indicates that if monies are provided for gifted programs, the gifted tend to demonstrate significant achievement beyond the gains of matched gifted students not in special programs. These gains depend upon special program learning activities, teachers with training, and adequate supplies and equipment.<sup>23</sup> Justman arrived at similar findings when he observed that grouping "intellectually gifted pupils in a special class is generally accompanied by academic achievement

<sup>22</sup> Ibid, p. xi.

<sup>23</sup> James Gallagher, "Research Summary on Gifted Education," Springfield: Illinois State Department of Education, 1966, p. 2



superior to that attained by equally gifted pupils who remain in normal progress groups."<sup>24</sup>

Providing programs for the gifted enhances their achievement. Neglecting the gifted may cause them to hide their talents. Public schools are designed for the normal or average child and the general aim of schools is to provide an equal education for all children. The goal of most special education programs is to provide the needed instruction that will allow below norm children to try to function with the average. What happens to gifted children when they do not receive special education because they are above the norm? When ignored they may withdraw, bury their talents, exhibit aggressive behavior, try to be one of the crowd, or become frustrated and have a poor self image.<sup>25</sup>

When we neglect the gifted we not only risk losing a great resource, we are also guilty of not providing an equal educational opportunity for all children. Gifted education is not a luxury rather it should be thought of as providing an appropriate program

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<sup>24</sup>Joseph Justman, "Academic Achievement of Intellectually Gifted Accelerants and Non-Accelerants in Junior High School," School Review, 62:142-150, March, 1954.

<sup>25</sup>Susan Thomas, "Neglecting the Gifted Causes Them To Hide Their Talents," The Gifted Child Quarterly, 17:193-194, Autumn, 1973.

for a particular part of our school population just as the handicapped and regular classroom programs are for a particular part of our society.<sup>26</sup>

In the United States, today, there is a gigantic ecological movement. Industries are being urged not to dump wastes in the air, lakes, streams, and oceans. Citizens are being urged not to litter, to recycle materials, to plant trees and to conserve electricity and natural gas. In general people are being asked to protect our natural resources. Like our natural resources the talents of the gifted deserve special program attention according to Carroll and Laming.<sup>27</sup>

#### Gifted Programs

Many discussions about gifted education are more concerned with identification, characteristic traits, and the need for gifted programs than with the procedural guidelines one must deal with to develop and implement gifted programs. Magary and Freehill pose the following procedural questions that relate to programs:

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<sup>26</sup>Ibid, p. 196.

<sup>27</sup>James Carroll and Lester Laming, "Giftedness and Creativity: Recent Attempts at Definition: A Literature Review," The Gifted Child Quarterly, 18:85-93, Summer, 1974.

- How should gifted school programs be conceptualized?
- Where should individuality and creativity be placed among the educational goals?
- Can school foster the development of special talents?
- Is the modern technology of education particularly effective with gifted children?
- Are there special considerations for the evaluation of outcomes in the education of the gifted?
- Should the teacher of the gifted be a special teacher?<sup>28</sup>

To develop program guidelines it is necessary to consider the components that are needed to conduct a good program. Components that may be considered are administrative procedures, learning activities, staff personnel, finances, and evaluation.

Jones found that the administrative procedures used to provide the instructional processes for the gifted included ability and cluster grouping for the school year, seminar and independent type studies, enrichment within the regular classroom, and accelerated opportunities to take advance work.<sup>29</sup>

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<sup>28</sup>James Magary and Maurice Freehill, "Critical Questions and Answers Relating to School and Society in the Education of the Gifted," The Gifted Child Quarterly, 16:185-194, Fall, 1972.

<sup>29</sup>Rowland Jones, "English Educator Studying the Gifted Reports On His Visit to America," The Gifted Child Quarterly, 17:211-214, Autumn, 1973.

Ability and cluster grouping can increase the school's power to effect a marked improvement in the educational process for the gifted children. The instructional resources can be brought together with the children in an economic fashion according to Chaffee.<sup>30</sup> However he indicates that ability grouping is not well accepted and is the most controversial of the various administrative procedures that are utilized at the elementary school level.

Seminar and independent study on a once or twice a week basis allows the gifted child to remain with his regular classmates most of the time. Gold claims that the gifted child who participates in this instructional mode brings back to his class interesting knowledge and material to share with his fellows.<sup>31</sup>

For many years enrichment within the regular classroom has been the standard answer for the needs of gifted children. Gallagher defines enrichment as "the type of activity devoted to the further development of the particular intellectual skills

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<sup>30</sup>Educating the Academically Able: A Book of Readings, ed. E. Chaffee, New York: David McKay Company, 1963, p. 396.

<sup>31</sup>Milton Gold, Education of the Intellectually Gifted, Columbus: Charles Merrill Books, Inc., 1965, p. 156.

and talents of the gifted child."<sup>32</sup> The wide ability range of children, the teacher's limitations in content areas, and the teacher's lack of special training makes it almost impossible to provide adequate enrichment within the regular classroom that will affect a program change.

In a study about accelerated children Krauss describes seven of the eight experimental students who did well in junior and senior high school and graduated one year ahead of their classmates.<sup>33</sup> Terman and Oden support acceleration claiming that "gifted children who have been promoted more rapidly than is customary are, as a group, equal or superior to gifted non-accelerates in health and general adjustment, do better school work, continue their education further, marry a little earlier, and are more successful in their later careers."<sup>34</sup>

The administrative procedures used to provide instruction should not be an end in itself, instead they must be considered as the first step in an educational process for the gifted.

<sup>32</sup> James Gallagher, Teaching the Gifted Child, Boston: Allyn and Bacon, Inc., 1964, p. 79.

<sup>33</sup> Philip Krauss, "The Accelerated," The Gifted Child Quarterly, 17:36-47, Spring, 1973.

<sup>34</sup> L.M. Terman and M. Oden, Genetic Studies of Genius: IV, "The Gifted Child Grows Up," California: Stanford University Press, 1947, p. 377.

It is merely a preliminary to providing the proper environment that will allow staff personnel to provide the needed instructional-learning content, activities and materials. Once children have mastered the basics it is important to provide them with instructional activities and content that will allow them to learn problem solving techniques that resemble the activities of scientist or the scholar at work.<sup>35</sup>

School programs for the gifted will not accomplish a great deal unless we provide additional training for teachers to learn how to provide the appropriate instructional activities and use the appropriate content so gifted children may learn. Teachers need to be trained to work with two types of gifted children: the high performance and low performance gifted. The first type of child needs teachers who have the in-depth knowledge and methods necessary to expand the intellects of their children through a problem solving approach. The low performance group needs a more therapeutic teaching approach that will focus on motivation, attitudes and the diagnosed skills needed to develop

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<sup>35</sup>James Gallagher, op. cit., p. 96.

the children's potential for high performance. Staff training programs are needed to provide "skilled personnel to fill gifted program positions."<sup>36</sup>

One of the major resources needed to develop and implement gifted programs is money. Data on the actual amount of money needed to develop and implement a gifted program are meager in the literature probably because of the need for school systems to function within the limits of available funds prescribed by law or determined by local school board actions, thus very few district monies are available for gifted instruction.

Seed money for programs is exemplified by the California Project Talent funded by the United States Department of Health, Education and Welfare. The results of this project which was designed to plan, demonstrate, and evaluate four types of special programs for intellectually gifted boys and girls helped the California Legislators to decide to increase gifted funds for local school districts in the late 1960's and early 1970's.<sup>37</sup>

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<sup>36</sup>James Gallagher, op. cit., p. 300.

<sup>37</sup>Paul Plowman and Joseph Rice, Final Report California Project Talent, Sacramento: California State Department of Education, 1969, pp. 1-3.

The Legislators increased program funds to \$70.00 per child and paid an additional \$50.00 for the identification process for each pupil identified. Even though seed money was provided it did not dramatically increase the available money.

In a report to the United States Congress in August, 1971, Commissioner Marland of the Department of Health, Education and Welfare made the following two statements:

- Differentiated education for the gifted and talented is presently perceived as a very low priority at Federal, State, and most local levels of government and educational administration.
- Even where there is a legal or administrative basis for provision of services, funding priorities, crisis concerns, and lack of personnel cause programs for the gifted to be miniscule or theoretical.<sup>38</sup>

It is apparent why there are few gifted programs described in the literature . . . our society places a low priority on gifted education, consequently there are not the resources available to develop and implement viable gifted programs.

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<sup>38</sup>United States Office of Education, loc. cit.



Summary. Studies have established the fact that gifted children, an unusual population, differ from their age peers in abilities, interests, and maturity. They are the versatile and complex members of our society and the most neglected group with special educational needs. Without the appropriate programs they are our nation's wasted resource. The United States citizenry has not provided even the necessary means for the identification of all our potentially gifted young citizens.

Program guideline needs are evident when the literature indicates there are between 1.5 and 2.5 million gifted children in our country. In Sacramento there are over 2,700 identified gifted children. To develop and implement programs, school site personnel need gifted program procedural guidelines to assist them. Research indicates that the gifted students who have had the advantage of special programs have shown significant improvement in academic and social performance. Viable programs increase the gifted children's interest in learning to solve problems and in general learning. Our society is in critical need to develop all available talent to solve its problems thus it is important to provide the needed education. Special teacher training is necessary to help the gifted learners to participate in well designed programs that use appropriate content, learning

activities, and materials. If this unique population would receive the equal educational opportunity that other segments of our population receive then we would have more capable people to solve some of our problems. This would make for a better future for all Americans.

## CHAPTER 3

### PRACTICUM PROCEDURES

The procedures employed in conducting this practicum are presented in detail in this chapter. These procedures are discussed under seven main headings: (a) practicum goals, (b) program content at two school sites, (c) identification of previous program elements, (d) program guidelines, (e) resources, (f) staff development, and (g) evaluation.

#### Goals

The goals of this Maxi II Practicum were as follows:

1. Develop gifted programs at two school sites and implement them on a trial basis for the 1974-75 school year.
2. Develop tentative mentally gifted program guidelines for the 1974-75 school year.
3. Revise the guidelines in terms of process and product evaluation.
4. Publish the revised gifted program guidelines for the Sacramento City Unified School District. These guidelines will also be available to the California State Department of Education.

The practicum goals were submitted to staff and gifted program advisory committee members at John Cabrillo and Sutterville Schools.<sup>39,40</sup> Staff and committee members suggested no goal changes in the spring of 1974. The writer's original intention was to work with the parents, children, and staff members from his own school, John Cabrillo, and another adjacent school, Sutterville, to develop gifted program guidelines. These procedures were followed from April to August, 1974.

During August, 1974, the Sutterville principal was transferred to another school. Due to this transfer it did not prove practical to continue to work with the Sutterville personnel. At this time Nicholas School personnel were selected to participate in this Maxi II Practicum.

John Cabrillo School is located in an upper middle class multi-ethnic socio-economic neighborhood. The average home is valued at \$48,125. The ethnic composition of the 354 kindergarten through sixth grade students is 33.3 percent Asian, 8.3 percent Black, 6.1 percent other Non-White, 4 percent White of Spanish surname, and 48.3 percent White. There is a 6.5 percent average pupil transient

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<sup>39</sup>Appendix 1, pp. 98-99.

<sup>40</sup>Appendix 10, p. 159.

rate each school year. Seventy-one children are identified as gifted according to the California State definition described on Page 6. The staff consists of thirteen classroom teachers, one reading specialist teacher, one three hour per day teacher aide, one gifted program coordinator, one secretary, two custodians, and one principal.

Nicholas School is located in a lower middle class socioeconomic neighborhood. The average home is valued at \$25,000. The ethnic composition of the 556 kindergarten through sixth grade students is 4.8 percent Asian, 13.3 percent Black, 1.8 percent other Non-White, 11.9 percent White of Spanish surname, 67.8 percent White, and 0.4 percent Indian. There is an 18.1 percent average pupil transient rate each school year. Twenty-one children are identified as gifted according to the California State definition. There are nineteen regular classroom teachers, two teachers who instruct educationally handicapped youngsters, one resource teacher who works with children in the regular classroom who have learning problems, one volunteer parent who works one hour per day coordinating the gifted program, two secretaries, three custodians, and one principal.

#### Program Content At Two School Sites

During April, 1974, practicum goals, program objectives and content meetings were conducted with staffs and gifted program

advisory committees at the two original elementary sites, John Cabrillo and Sutterville Schools. The writer asked members to indicate by checking and writing on a prepared form the program content areas and administrative structures they desired to use in order to develop their gifted program for the 1974-75 school year.<sup>41</sup>

The John Cabrillo School staff and advisory committee members indicated they wanted the following program content areas considered and objectives developed: leisure time and recreation, creative writing and drama, science, mathematics, and foreign language. They also wanted to provide enriched learning activities. Selected community volunteers with particular skills and knowledge were suggested as outside classroom sources who could provide the necessary expertise to enrich the children's learning.

The Sutterville School staff and advisory committee members indicated on the same prepared form that their gifted program was to focus on two areas: enriched learning activities in the classrooms, and a specialist teacher to provide mini units of gifted instruction around specialized interests for periods of four to six weeks.

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<sup>41</sup>Appendix 3, pp. 102-103.

At the May-June, 1974, meetings the learner objectives were presented and/or reviewed with staff and advisory committee members. The writer developed the learner objectives for the personnel at the John Cabrillo School.<sup>42</sup> The objectives were not accepted and were revised by staff and advisory members to concentrate on the following areas: Sacramento outdoor environment, communication through the performing arts and holidays, modern technology, cultural understanding of our Sacramento community, a potpourri of miscellaneous spring learning activities, and a foreign language study unit. Classroom teachers at the Sutterville School developed learner objectives for children within their classes and these were reviewed by the program advisory members with the writer.<sup>43</sup> The objectives were accepted by all personnel.

During the summer months the writer developed learning activities that matched the revised learner objectives for the John Cabrillo School advisory committee and staff members to consider.<sup>44</sup> These activities were accepted and implemented during September, 1974. The writer did not prepare learning

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<sup>42</sup>Appendix 4, pp. 104-105.

<sup>43</sup>Appendix 5, pp. 106-109.

<sup>44</sup>Appendix 6, pp. 110-119.



activities for the Sutterville School personnel because they wanted to develop their own program. As indicated on Page 31, the principal of Sutterville School was transferred. The writer terminated his services to the staff and advisory committee at that school.

The principal of Nicholas Elementary School was contacted in August, 1974, and the purpose of the writer's Maxi II Practicum was explained. The writer invited the principal and her staff to participate in the procedures of the Maxi II Practicum. After a period of consideration the principal accepted the invitation. The Nicholas School faculty and parents met with the writer during the first week of September, 1974, to consider how to develop a gifted program, how to establish a gifted program advisory committee, what kind of gifted learning activities to choose, and the writer's Maxi II Practicum goals for the proposed guidelines.<sup>45</sup>

The Nicholas parents and staff elected a gifted program advisory committee of four parents and one teacher. The advisory committee and faculty members wished to know about the characteristics of gifted children, the purpose of gifted education, and

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<sup>45</sup>Appendix 7, pp. 120-121.



who was available to provide services for their identified gifted children. They also indicated on a prepared form they wished to develop a central learning center, titled, Star Center, at their school for independent study.<sup>46</sup> They also wanted to provide enriched learning within the classroom using volunteer aides to assist with the instruction. The development of gifted cluster groups of children for particular learning activities within classrooms was also considered.

During the second week of September, 1974, the Nicholas School advisory committee met to consider the written learner objectives, learning activities, and the first draft of the program guidelines which were accepted and implemented.<sup>47,48</sup>

Monthly meetings were held when possible with advisory committees at each of the schools. At John Cabrillo School, even though the objectives did not change, some learning activities did change because of input from members of the advisory committee. For example, the items listed under the spring potpourri learning

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<sup>46</sup>Appendix 3, pp. 102-103.

<sup>47</sup>Appendix 8, pp. 122-124.

<sup>48</sup>Appendix 9, pp. 125-157.

activities were changed because of student interests. It was believed that these activities should reflect the interests of the children evidenced during the school year. Advisory committee members who were also students were responsible for the spring potpourri changes in activities. The Nicholas School objectives did not change, some learning activities did change because of input from the advisory committee. A trip to San Francisco was planned to attend a live theater production. It was cancelled in favor of working with a local theater group which would involve the gifted students in the production of the drama. Advisory committee members believed the children would be more interested if they were directly involved in certain aspects of the drama production. The planned program content was implemented with minor changes throughout 1974-75 at John Cabrillo and Nicholas Schools.<sup>49,50</sup>

#### Identification of Previous Program Elements

In the early part of May, 1974, all district elementary principals were requested to send their gifted programs to the

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<sup>49</sup>Appendix 6, pp. 110-119.

<sup>50</sup>Appendix 8, pp. 122-124.

writer.<sup>51</sup> Twenty-three principals sent their programs for the 1973-74 school year. Each program was examined by two principals to determine which learner objectives and learning activities should be selected as worthy program samples. The selection criterion was the expert opinion of the two principals that the program objectives and activities appeared successful on paper. Eleven programs were selected and school site visitations were made.<sup>52</sup> Approximately a year later, April, 1975, the writer requested these eleven principals who had previous worthy programs to submit their one ~~most~~ successful learner objective and matching learning activities for the 1974-75 school year.<sup>53</sup>

During the 1974-75 school year the writer assisted the personnel at John Cabrillo and Nicholas Schools in the development and implementation of their gifted programs. After the program learning activities were completed in May, 1975, the children, parents, and staff members helped to determine the strengths and weaknesses of the learning activities by responding to an evaluation questionnaire.<sup>54</sup>

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<sup>51</sup>Appendix 10, p. 158.

<sup>52</sup>Appendix 11, p. 159.

<sup>53</sup>Appendix 12, p. 160.

<sup>54</sup>Appendix 13, pp. 161-185.

Through the use of these processes -- expert opinion, site principal selection of successful learning activities, and child-parental-staff evaluations of the 1974-75 program -- learner objectives and learning activities were selected and listed in the booklet, authored and titled by the writer as *Elementary School Program Guidelines For Mentally Gifted Minors*.<sup>55</sup> Caution must be exercised when examining these objectives and activities in the guidelines. They may be quite successful with one school community and not at another. Sample objectives and activities in the appendix of the guidelines should be used as mind openers to trigger program ideas for particular school communities.<sup>56</sup> It is important that school site personnel develop their own idiosyncratic learning objectives and activities which meet the desired learning content of a particular community.

#### Program Guidelines

During the April-May-June, 1974, meetings it became evident to the writer through observations and conversations with site personnel that administrators, teachers, and parents needed to have other elements of program information than just the learner

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<sup>55</sup>Appendix 30, p. 217.

<sup>56</sup>Appendix 30, p. 217 (pp. 42-72).

objectives and activities. Site personnel asked some of the following questions: Why do gifted children need different educational programs than regular children? How are gifted children different? What procedures are used to identify gifted children? and To whom do I turn for gifted program assistance?

The writer developed a questionnaire to assist him in determining what other informational program elements were needed.<sup>57</sup> The questionnaire listed five program elements expressing the following concerns: writing gifted programs, gifted learning activities, why provide special instruction, how to identify giftedness, and staff development. Questionnaire respondents were encouraged to add other elements for further desired knowledge. Five program elements were added by the respondents: different types of programs, resource teacher assistance, classroom teacher responsibilities, available community assistance, and the duties of a gifted program advisory committee.

The questionnaire was completed by staff personnel and advisory committee members at John Cabrillo and Sutterville School sites during the first week of June, 1974. Using the

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<sup>57</sup>Appendix 14, p. 186.

results of the questionnaire, the writer determined that the five program elements listed by the writer plus five summarized added elements from the respondents would be used to develop the first draft of the gifted program guidelines. These tentative guidelines were developed by the writer during the 1974-summer months.<sup>58</sup> The guidelines were presented to the John Cabrillo personnel and to the newly selected Nicholas School site personnel during their September, 1974, meetings and were accepted.

During the 1974-75 school year additions and revisions were made. Additions and revisions were made as staff, parents, and children suggested learning activity changes or indicated a need for further program information. Periodic interviews were conducted with principals, parents, teachers, and children to determine what procedural guideline changes were needed during the school year. A gifted program implementation and process report form was used to summarize these interviews.<sup>59</sup> Program guideline changes were presented to the schools gifted program advisory committees. During May, 1975, the final revised guidelines were submitted to the two school staffs and advisory committee members plus the

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<sup>58</sup>Appendix 9, pp. 125-157.

<sup>59</sup>Appendix 15, p. 187.

twenty-three principals who originally sent their 1973-74 gifted programs to the writer. A guidelines product evaluation was conducted by these personnel and will be explained in Chapter Four.

The revised guidelines have the following major headings: Rationale For Mentally Gifted Minor Programs, Mentally Gifted Minor Characteristics, Identification of Mentally Gifted Minors, Program Development, Evaluation, Program Personnel Responsibilities, and a Management Time Frame as well as other sub-headings.<sup>60</sup>

#### Resources

Limited financial and human resources have traditionally been the historical picture in public elementary education. Although it was not part of this Maxi II Practicum, the writer surmised that gifted programs in California were underfinanced and understaffed. What were the available resources that were used in the gifted programs at the two school sites? Financial resources consisted of state and local district monies.

The state allocates \$70.00 per identified gifted child to California school districts for program planning, development, implementation, and evaluation. In the Sacramento City Unified

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<sup>60</sup>Appendix 30, p. 217.

School District \$35.00 per child is allocated to each local school. The remaining \$35.00 is retained by the district office for a program coordinator, three resource teachers, and a resource materials library. The local district makes no direct financial contribution to the gifted program. However, it makes indirect contributions in terms of the teachers, secretaries, custodians, and principals' time given to the program.

To make the program operational it is necessary to look toward the community to garner the needed human resources. To orchestrate the available human resources, it was found that a district employed person or volunteer parent was needed to perform the duties of a coordinator at each school site. Resources had to be listed, contacted by telephone and letter, and descriptive-evaluative files had to be developed and maintained.<sup>61</sup> Financial resources were meager. Human resources in the community were available. The human resources were effective to the program when they were coordinated.

#### Staff Development

A ten-hour inservice education workshop was conducted at the John Cabrillo School site, titled, Developing Program

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<sup>61</sup>Appendix 16, p. 188.



Guidelines For Mentally Gifted Minors.<sup>62</sup> The writer was the workshop instructor. The workshop was open to parents, teachers, instructional aides and other interested personnel from John Cabrillo and Sutterville Schools. District employed personnel received one half unit of credit which they could apply toward a salary increment. Thirty-five people enrolled and 31 of them attended all workshop sessions.

Halfway through the workshop, the Sutterville School participants knew they would not work with the writer during the 1974-75 school year due to the transfer of their principal. However, 87 percent of the Sutterville participants completed the workshop sessions. No personnel from the newly selected site, Nicholas School, participated in the workshop due to their late date (September, 1974) of inclusion in this Maxi II Practicum.

The content of the workshop included the following topics: rationale for gifted education, characteristics of gifted children, procedures for identification of gifted children, writing gifted programs, instructional materials and methods for gifted education, and program evaluation.

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<sup>62</sup>Appendix 17, p. 189.

Nicholas School personnel received no formal workshop training sessions due to their late selection. The writer met with the staff on three occasions and with the program advisory committee on five occasions. At each of these meetings the writer presented content items from the workshop described in the previous paragraph. The first three items of the workshop: rationale for gifted education, characteristics of gifted children, and writing gifted programs, were presented in abbreviated form.

### Evaluation

The procedures employed in evaluating this practicum are explained under six headings: (1) program content at two school sites, (2) identification of previous program elements, (3) program guideline development, (4) resources, (5) staff development, and (6) final gifted program guidelines.

1. Program content at two school sites. Program advisory committee and staff members at John Cabrillo and Nicholas Schools completed a content questionnaire.<sup>63</sup> The purpose of the questionnaire was to determine what content the school communities desired for their gifted program. Learner objectives were

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<sup>63</sup>Appendix 3, pp. 102-103.

developed based on the desired content. Content questionnaire results and the end of the 1974-75 program content evaluation results<sup>64</sup> at John Cabrillo and Nicholas Schools are presented in Chapter Four.

2. Identification of previous program elements. Two principals identified by the Sacramento elementary assistant superintendent of schools as having successful gifted education at their schools during the 1973-74 school year were requested to serve as evaluators to identify successful gifted program elements within our school district.<sup>65</sup> The writer assumed that the two identified principals were responsible for providing the community and staff leadership that produced successful programs at their school sites therefore they qualified as competent evaluators.

Twenty-three, 1973-74, gifted programs were submitted to the writer. The two selected principals evaluated the programs in terms of whether they believed the program objectives, the learner objectives and learning activities to be worthy for gifted education.<sup>66</sup> Program evaluation results are presented in Chapter Four.

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<sup>64</sup>Appendix 13, pp. 161-185.

<sup>65</sup>Appendix 11, p. 159.

<sup>66</sup>Appendix 18, pp. 190-191.

3. Program guideline development. Program advisory committee and staff members completed a gifted program elements of information questionnaire.<sup>67</sup> The purpose of the questionnaire was to assist the writer in determining what added program guideline development knowledge was needed, other than content information, in order to develop and implement a gifted program. Questionnaire results are presented in Chapter Four. The end of the 1974-75 program evaluation results for John Cabrillo and Nicholas Schools are also presented and were used to assist with guideline revisions.<sup>68</sup>

4. Resources. Community personnel resources were evaluated through the use of the end of the 1974-75 program evaluation results at John Cabrillo and Nicholas Schools.<sup>69</sup> Each personnel resource associated with a program learning activity was unobtrusively evaluated when the children rated a particular learning activity. Evaluation results are presented in Chapter Four.

5. Staff development. At the conclusion of a ten hour inservice education workshop, personnel at John Cabrillo and Sutterville Schools completed an evaluation form rating the

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<sup>67</sup>Appendix 14 p. 186.

<sup>68</sup>Appendix 13, pp. 161-185.

<sup>69</sup>Appendix 13, pp. 161-185.

following content of the workshop: rationale for gifted education, characteristics of gifted children, procedures for identification of gifted children, writing gifted programs, instructional materials and methods, and program evaluation.<sup>70</sup> Personnel also evaluated their own skills improvement resulting from their participation in the workshop. Workshop evaluation results are presented in Chapter Four.

6. Final gifted program guidelines. Advisory committee and staff members at John Cabrillo and Nicholas Schools completed a guidelines for elementary gifted programs evaluation questionnaire.<sup>71</sup> In addition, twenty-three elementary principals who originally sent their gifted programs to the writer were asked to complete the evaluation questionnaire. The purpose of the questionnaire was to provide a product evaluation of the final published *Elementary School Program Guidelines For Mentally Gifted Minors* on a continuum of a four point scale from Very Helpful to Not Helpful. Rating results of the questionnaire are presented in Chapter Four.

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<sup>70</sup>Appendix 19, p. 192.

<sup>71</sup>Appendix 20, pp. 193-194.

## CHAPTER 4

### EVALUATION

This chapter presents the evaluation findings of the practicum. They are organized in terms of the following goals of this Maxi II Practicum: (a) develop gifted programs at two school sites and implement them on a trial basis for the 1974-75 school year, (b) develop tentative mentally gifted program guidelines for the 1974-75 school year, (c) revise the guidelines in terms of process and product evaluation, and (d) publish the revised gifted program guidelines for the Sacramento City Unified School District. These guidelines will also be available to the California State Department of Education.

#### GOAL 1

- Develop gifted programs at two school sites and implement them on a trial basis.

1. Program content at two school sites. The staffs and gifted advisory committee members at John Cabrillo and Nicholas Schools were requested to indicate their desired areas of program content by responding to a learning <sup>1</sup>content questionnaire.<sup>72</sup> The results are presented in Table 1, Page 50.

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<sup>72</sup>Appendix 3, pp. 102-103.

TABLE 1

# RESULTS OF THE QUESTIONNAIRE CONCERNING PROGRAM CONTENT WHICH WAS ADMINISTERED TO THE STAFF MEMBERS AND TO THE GIFTED PROGRAM ADVISORY COMMITTEE MEMBERS AT JOHN CABRILLO AND NICHOLAS ELEMENTARY SCHOOLS

**Directions:** -Please check the program content areas you wish to be considered for the gifted program. Add other areas that have not been included in this questionnaire if you wish.



I. LEARNING CONTENT AREAS -- JOHN CABRILLO SCHOOL	I. LEARNING CONTENT AREAS -- NICHOLAS SCHOOL
<u>1</u> career knowledge	<u>    </u> career knowledge
<u>2</u> music	<u>1</u> music
<u>3</u> art	<u>    </u> art
<u>2</u> dance	<u>    </u> dance
<u>6</u> drama	<u>6</u> drama
<u>5</u> creative writing	<u>11</u> creative writing
<u>5</u> environmental study	<u>2</u> environmental study
<u>    </u> cooking	<u>    </u> cooking
<u>1</u> typing	<u>    </u> typing
<u>    </u> communication skills	<u>    </u> communication skills
<u>1</u> problem solving skills	<u>1</u> problem solving skills
<u>1</u> critical thinking skills	<u>1</u> critical thinking skills
<u>    </u> newspaper	<u>    </u> newspaper
<u>2</u> mathematics	<u>1</u> mathematics
<u>4</u> horticulture	<u>    </u> horticulture
<u>5</u> technology	<u>    </u> technology
<u>    </u> agri business	<u>1</u> agri business
<u>4</u> Sacramento multicultures	<u>    </u> Sacramento multicultures
<u>5</u> science	<u>1</u> science
<u>    </u> research skills	<u>1</u> research skills
<u>1</u> interpersonal relations	<u>    </u> interpersonal relations
<u>    </u> affective studies	<u>    </u> affective studies
<u>5</u> foreign language	<u>    </u> foreign language
<u>    </u> community study	<u>    </u> community study
<u>    </u> literature	<u>1</u> literature
<u>    </u> leadership skills	<u>    </u> leadership skills
<u>    </u> study trips	<u>2</u> study trips
<u>5</u> leisure recreation	<u>    </u> leisure recreation
<u>    </u> film making	<u>    </u> film making
<u>3</u> photography	<u>    </u> photography
<u>    </u> learning center room	<u>    </u> learning center room
<u>    </u> industry study	<u>    </u> industry study
<u>    </u> services study	<u>    </u> services study
Other content areas <u>                    </u>	Other content areas <u>GAME ACTIVITIES 6</u>
II. ADMINISTRATIVE PROGRAM STRUCTURE -- JOHN CABRILLO SCHOOL	II. ADMINISTRATIVE PROGRAM STRUCTURE -- NICHOLAS SCHOOL
<u>9</u> out of the classroom by a special teacher	<u>1</u> out of the classroom by a special teacher
<u>5</u> within the classroom by the regular teacher	<u>8</u> within the classroom by the regular teacher
<u>22</u> a combination of without and within the classroom	<u>1</u> a combination of without and within the classroom
<u>7</u> independent study	<u>5</u> independent study
<u>3</u> after school study	<u>5</u> after school study
Other informational areas <u>                    </u>	Other informational areas <u>INDEPENDENT STUDY CENTER 8</u>

For John Cabrillo School, on Table 1, 61 responses are recorded in the Learning Content Areas and 51 responses are recorded in the Administrative Program Structure section. The content areas receiving the most responses during April, 1974, were as follows: Drama -- six responses or 9 percent, creative writing -- five responses or 8 percent, an environmental study -- five responses or 8 percent, horticulture -- four responses or 7 percent, technology -- five responses or 8 percent, Sacramento multicultural -- four responses or 7 percent, science -- five responses or 8 percent, foreign language -- five responses or 8 percent, and leisure recreation -- five responses or 8 percent. Twenty-seven respondents or 53 percent wanted the Administrative Program Structure for learning activities to take place within and without the regular classrooms. The John Cabrillo School staff and program advisory members eventually chose the following content areas for their gifted program: Sacramento outdoor environment, communication through the performing arts and holidays, modern technology, cultural understanding of our Sacramento community, and a potpourri of miscellaneous spring learning activities.

For Nicholas School, on Table 1, 35 responses are recorded in the Learning Content Areas and 28 responses are recorded in the Administrative Program Structure section. The content areas



receiving the most responses during September, 1974, were as follows: Drama -- six responses or 17 percent, creative writing -- eleven responses or 31 percent, and game activities -- six responses or 17 percent. Eight respondents or 40 percent wanted an independent learning center. Eight respondents or 40 percent wanted to have some of the gifted program learning activities presented within the classrooms by regular teachers.

The recorded content and administrative program structure items were presented to staff and advisory committee members at each school. Learner objectives and activities were developed which matched the particular selected content and were implemented on a trial basis at both school sites.<sup>73,74</sup>

A Sacramento newspaper article and a letter from the principal of Nicholas School indicate that gifted programs were developed and implemented at two school sites.<sup>75,76</sup>

Conclusion: The evidence presented points out that gifted programs were developed and implemented at two school sites on a trial basis for the 1974-75 school year.

<sup>73</sup>Appendix 6, pp. 110-119.

<sup>74</sup>Appendix 8, pp. 122-124.

<sup>75</sup>Appendix 21, p. 195.

<sup>76</sup>Appendix 22, p. 196.

## GOAL 2

Develop tentative mentally gifted program guidelines for the 1974-75 school year.

To accomplish Goal 2 it was necessary to (1) identify previously successful program elements and (2) identify other critical program guideline information needed to develop and implement gifted programs.

1. Previous program elements. During May, 1974, all Sacramento City Unified School District elementary principals were requested to send their 1973-74 gifted programs to the writer.<sup>77</sup> Twenty-three principals responded. Two selected elementary principals judged each submitted program in terms of the worth of the program objectives, learning activities, and learner objectives.<sup>78</sup> The writer assumed that the selected principals qualified as competent judges of program worth because of the success of the gifted education programs at their schools as identified by the assistant superintendent of elementary schools.

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<sup>77</sup>Appendix 10, p. 158.

<sup>78</sup>Appendix 18, pp. 190-191.

The selected principals were requested to use consensus judgment when rating the submitted programs as Very Worthy (V), Somewhat Worthy (S), Little Worth (L) or No Worth (O). Table 2, Page 55, identifies the twenty-three schools by code number that submitted their programs. It lists the two selected principals' consensus ratings for the schools' program objectives, learning activities, and learner objectives in three columns. The last column lists a program Composite Rating derived from averaging the first three columns. Composite Ratings indicate that eleven programs are rated Very Worthy, six programs rated Somewhat Worthy, five programs rated of Little Worth, and one program rated of No Worth.

During May, 1974, the eleven programs rated Very Worthy were examined by the writer to determine the program elements that were common. After visiting the eleven school sites it was the writer's opinion that gifted programs in general were successful when staff and community members participated in the development and implementation of the programs. Success also seemed to depend on the following elements: clearly stated learning objectives and activities, communication between all program participants, knowledgeable staff members, defined program responsibilities, and a committed program leader.

EVALUATION OF OTHER SCHOOLS' PROGRAM OBJECTIVES, LEARNING  
ACTIVITIES, AND LEARNER OBJECTIVES COMPILED BY PRINCIPALS\*

School Identification		Program Objectives	Learning Activities	Learner Objectives	Composite Rating
School A	Code 004	V	V	S	V
School B	Code 010	L	O	O	O
School C	Code 017	V	V	S	V
School D	Code 037	V	V	V	V
School E	Code 045	S	L	S	S
School F	Code 059	V	V	V	V
School G	Code 080	L	L	L	L
School H	Code 095	S	S	S	S
School I	Code 104	L	L	L	L
School J	Code 106	V	V	V	V
School K	Code 144	V	V	V	V
School L	Code 146	V	V	V	V
School M	Code 168	S	L	L	L
School N	Code 223	S	S	S	S
School O	Code 259	S	S	S	S
School P	Code 265	S	L	L	L
School Q	Code 267	V	V	V	V
School R	Code 269	V	V	V	V
School S	Code 282	V	S	S	S
School T	Code 327	V	V	V	V
School U	Code 354	V	V	V	V
School V	Code 375	L	L	L	L
School W	Code 384	S	S	S	S

**LEGEND**

V = very worthy program    S = somewhat worthy program  
L = program of little worth    O = program of no worth

The programs rated Very Worthy were examined by John Cabrillo and Nicholas School personnel in September, 1974, to assist them in determining whether they wished to revise their projected 1974-75 programs. Program objectives and learner objectives were not altered at either school, however two learning activities were changed at John Cabrillo School as a result of examining these programs.

The writer included all of the objectives and activities from the programs rated Very Worthy in the tentative program guidelines handbook for September, 1974.<sup>79</sup>

Approximately a year later in April, 1975, the writer requested the 11 principals who received Very Worthy program ratings to submit the one learner objective and matching learning activities which they considered most successful for the 1974-75 school year.<sup>80</sup> These were used in the revision of the tentative guidelines handbook. This is further explained in a later part of this chapter.

2. Critical program guideline information. A questionnaire was administered to the advisory committee and staff members at

<sup>79</sup>Appendix 9, pp. 125-157.

<sup>80</sup>Appendix 12, p. 160.

John Cabrillo and Sutterville Schools during the first week of June, 1974.<sup>81</sup> The purpose of the questionnaire was to assist the writer in determining what kinds of critical program guideline information, other than the learning objectives and activities, were needed to develop and implement gifted programs. Respondents were asked to indicate the degree of helpfulness for each of the Prepared Items listed on the questionnaire. Respondents were also encouraged to add items to the questionnaire.

Table 3, Page 58, summarizes the data and indicates the following responses in the Very Helpful column: Writing Gifted Programs -- 24 responses, Gifted Learning Activities -- 38 responses, Rationale (Why Provide Special Instruction) -- 36 responses, Identifying Giftedness -- 29 responses, and Staff Development For Gifted Programs -- 17 responses.

The responses for the section, Items Added By Respondents, are summarized in the Very Helpful column as follows: Information on Different Types of Programs -- 4 responses, Assistance by Resource Teachers -- 3 responses, Classroom Teachers Responsibilities -- 5 responses, Available Community Resources -- 5 responses, and Gifted Program Advisory Committee -- 3 responses.

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<sup>81</sup>Appendix 14, p. 186.

RESULTS OF A SURVEY OF PARTICIPANTS AT TWO ELEMENTARY  
SCHOOLS CONCERNING PROGRAM ELEMENTS OF INFORMATION

Informational Item Evaluated	TALLY OF RESPONSES			
	Very Helpful	Somewhat Helpful	Little Help	Not Helpful
<u>Prepared Items</u>				
1. Writing Gifted Programs	24	7	6	
2. Gifted Learning Activities	38	2		
3. Rationale ( Why Provide Special Instruction)	36		4	
4. Identifying Giftedness	29	8	3	
5. Staff Development For Gifted Programs	17	3	2	
<u>Items Added By Respondents</u>				
1. Information On Different Types Of Programs	4			
2. Assistance By Resource Teachers	3			
3. Classroom Teacher Responsibilities	5			
4. Available Community Resources	5			
5. Gifted Program Advisory Committee	3			
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All ten items were incorporated by the writer in the development of the first draft of the program guidelines during the summer of 1974.<sup>82</sup> This draft was presented to the staffs and program advisory personnel of the two schools during September, 1974, and was unanimously accepted.

Conclusion: Program ratings, questionnaire results, and the resultant tentative guidelines handbook displayed in the Appendix give evidence that tentative mentally gifted program guidelines for the 1974-75 school year were developed.

### GOAL 3

Revise the guidelines in terms of process and product evaluation.

In order to accomplish Goal 3 it was necessary to conduct (1) informal process interviews, (2) a product evaluation of the 1974-75 learner objectives, (3) a product evaluation of the 1974-75 learning activities, (4) a product evaluation of the 1974-75 program resources, and (5) a product evaluation of the 1974-75 staff development workshop.

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<sup>82</sup>Appendix 9, pp. 125-157.



1. Process interviews. Interviews with children, parents, teachers, and principals took place on an informal basis. When someone made comments, asked questions, or suggested particular program changes the writer probed for further detail to determine if parts or elements of the guidelines could be improved. The writer made note of the comments on a form, titled, Gifted Program Implementation and Process Report.<sup>83</sup> Even though the interviews were conducted in an informal fashion, the writer had questions in mind which he used in various forms to encourage the interviewees to express their opinions. These questions were as follows: What do you like about the program? How would you improve the program? Which learning activities do you like the best -- the least? What do you know about gifted children? Have you assisted with the program in some way? Do you know who is responsible for program development and/or implementation? Do you know community members who would like to assist? and What kinds of information would help you better understand the program or your child?

One hundred nine informal interviews were conducted. The writer grouped the interview comments into categories and the results are listed in Table 4, Page 61.

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<sup>83</sup>Appendix 15, p. 187.

TABLE 4

## INTERVIEWS

Interview Categories	Children	Parents	Teachers	Principals
Learning Activities	38	8	7	
Gifted Rationale		7	1	
Gifted Traits		6	2	
Identification		6	6	
Program Writing		4	4	
Training			3	
Responsibilities	10			2
Evaluation		3		1
Management				2

Thirty-eight children made comments or suggested learning activity changes and ten children commented on program responsibilities. The writer examined the individual comments and the children in general were asking for more involvement in activities and more involvement in program planning and development.

Eight parents made comments, suggested changes, or asked questions about the learning activities. In general, parental comments reflected a positive attitude toward outside school learning resources. Their comments indicated a need to more actively seek resource personnel from the community to supplement the gifted program.

Seven parents expressed an interest in the rationale for gifted education, six expressed an interest in learning more about the characteristics of the gifted, and six indicated they wished to know more about how gifted children are identified. The comments in these three categories -- Rationale, Gifted Traits, and Identification -- indicated a need for better communication with parents about the gifted program and its participants:

Teachers' interests seemed to focus on the following categories: Learning Activities -- 7 responses, Identification --

6 responses, and Program Writing -- 4 responses. When teachers made suggestions, comments, or asked questions their concerns were related to the realities they deal with each day within their classrooms.

Five principals expressed their views about Responsibilities -- 2 responses, Evaluation -- 1 response, and Management -- 2 responses. Only five principals were interviewed and their interests seemed to be in those categories for which they have direct responsibilities -- in the area of program development and implementation.

The interview categories were used to revise the guidelines. The revised guidelines included suggestions for pupil involvement, actively seeking community resources, methods of communication, descriptive personnel responsibilities, and a management time frame.<sup>84</sup>

## 2. Product evaluation of the 1974-75 learner objectives.

During April, 1975, the eleven principals who had programs which were rated Very Worthy were requested to submit their school's one most successful 1974-75 learner objective and matching learning activities.<sup>85</sup> Ten objectives were submitted. The same two

<sup>84</sup>Appendix 30, p. 217

<sup>85</sup>Appendix 12, p. 160.

TABLE 5  
EVALUATION OF ELEVEN LEARNER OBJECTIVES AND  
LEARNING ACTIVITIES COMPILED BY PRINCIPALS

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School Identification	Learner Objectives	Learning Activities	Composite
School A Code 004	V	V	V
School C Code 017	S	V	S
School D Code 037	V	V	V
School F Code 059	V	V	V
School K Code 144	V	V	V
School L Code 146	V	V	V
School Q Code 267	V	V	V
School R Code 269	V	S	S
School T Code 327	S	V	S
School V Code 354	V	V	V

LEGEND

V = Very Worthy

S = Somewhat Worthy

L = Little Worth

O = No Worth

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selected principals who rated the 1973-74 eleven gifted school programs as Very Worthy also rated the submitted 1974-75 learner objectives.

Table 5, Page 64, reports in the Composite Rating column that seven learner objectives and activities are rated Very Worthy (V). Three learner objectives and activities are rated Somewhat Worthy (S).

The writer included the seven Very Worthy rated learner objectives and activities in the final revision, titled, *Elementary School Program Guidelines For Mentally Gifted Minors*.<sup>86</sup>

### 3. Product evaluation of the 1974-75 learning activities.

Gifted programs for the 1974-75 school year were developed and implemented at John Cabrillo and Nicholas Schools. The learning activities were evaluated by students, parents, and teachers during May, 1975.<sup>87</sup> Figures 1A and 2A, Pages 66 and 67, list the evaluation responses for the first portion of the learning activities at John Cabrillo and Nicholas Schools. The rest of the learning activity tabulations for the whole year -- 1974-75 -- for both schools appear in Appendix.<sup>88</sup>

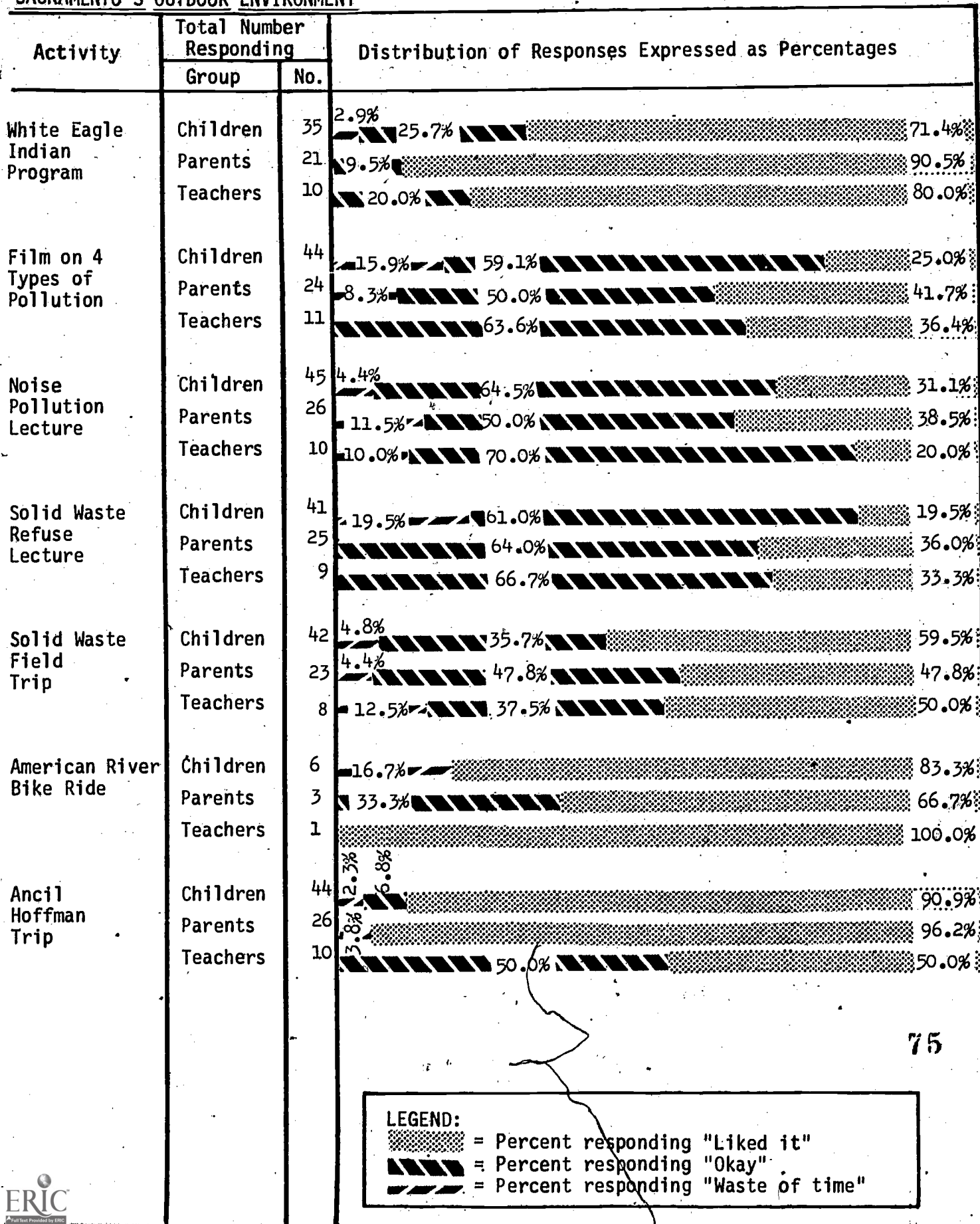
<sup>86</sup>Appendix 30, p. 217.

<sup>87</sup>Appendix 13, pp. 161-185.

<sup>88</sup>Appendix 23, pp. 197-209.

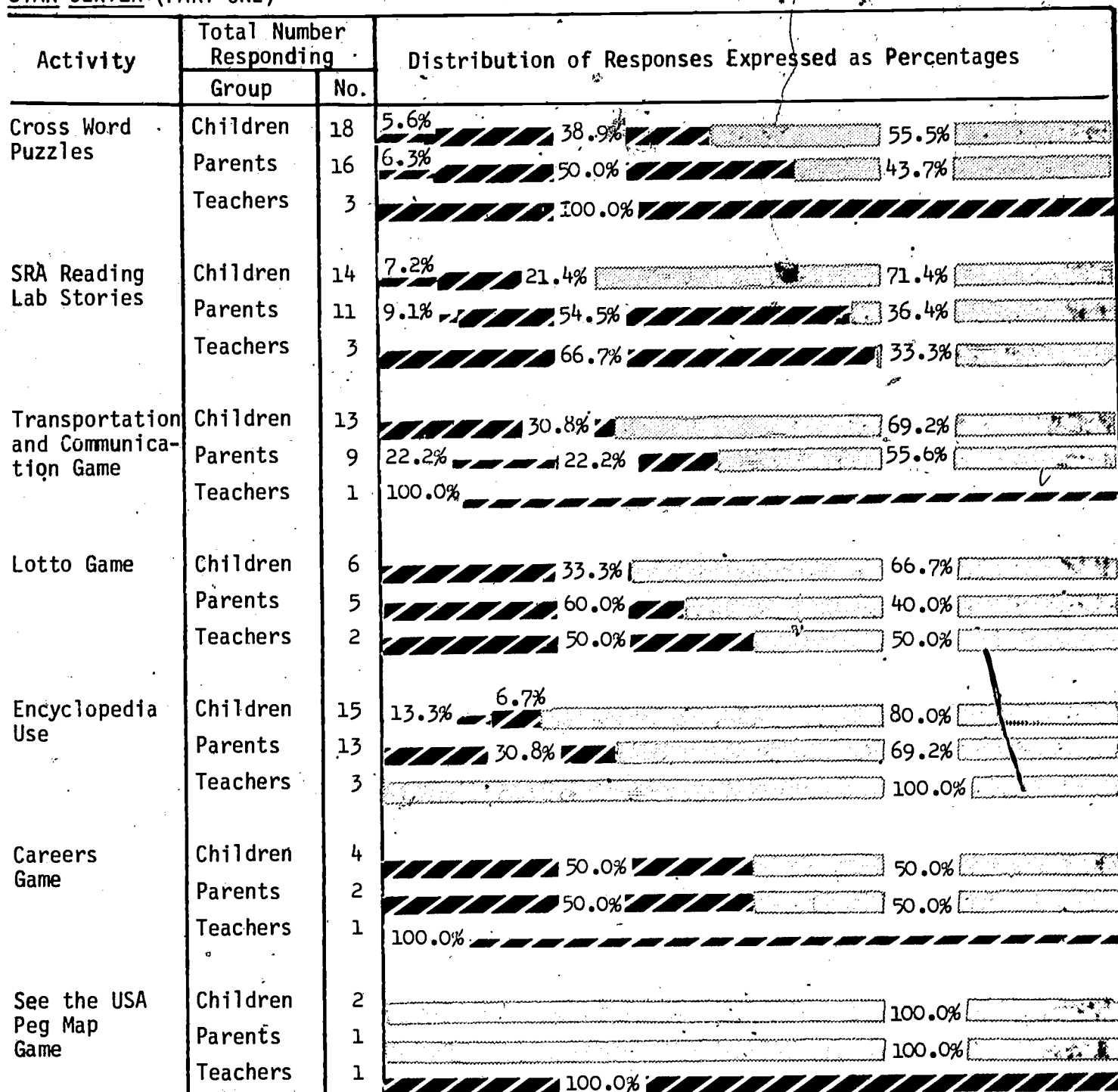
RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL

## SACRAMENTO'S OUTDOOR ENVIRONMENT



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE ON  
ACTIVITIES WITHIN THE STAR PROGRAM AT NICHOLAS ELEMENTARY SCHOOL

STAR CENTER (PART ONE)



LEGEND:

-  = Percent responding "Liked it"
-  = Percent responding "Okay"
-  = Percent responding "Waste of time"



The following observations are noted when Figures 1A and 2A and their Appendix counterparts are examined: the program at John Cabrillo School had a wider variety of learning activities involving people rather than materials; in general the teachers at John Cabrillo and Nicholas Schools reacted more positively toward studious activities such as using the encyclopedia and the microscope; children and parents reacted more positively toward movement and pupil involvement activities; in general, field trips and games were viewed more positively than lectures and demonstrations by children and parents; and the teachers at John Cabrillo School reacted more positively toward the learning activities than did the Nicholas School teachers.

Tables 6 and 7, Pages 69 and 71, summarize the evaluation responses to the learning activities listed in Figures 1A and 2A, Pages 66 and 67, and Appendix 23, for the personnel of John Cabrillo and Nicholas Schools. The two learning activities for each content area receiving the largest and smallest number of positive evaluation responses are listed in two columns, titled, Most Positive Responses and Fewest Positive Responses.

On Table 6, Page 69, for John Cabrillo School, the learning activities receiving the most positive responses are the American River Ecology Bike Ride, Ancil Hoffman Park Environmental Trip,

ACTIVITIES SELECTED BY THE CHILDREN, PARENTS AND TEACHERS AT JOHN CABRILLO ELEMENTARY SCHOOL WHICH RECEIVED THE LARGEST AND SMALLEST NUMBER OF POSITIVE RESPONSES ON THE QUESTIONNAIRE OF MAY, 1975

Most Positive Responses	Fewest Positive Responses
<u>SACRAMENTO'S OUTDOOR ENVIRONMENT</u> American River Bike Ride  Ancil Hoffman Trip	<u>SACRAMENTO'S OUTDOOR ENVIRONMENT</u> Film on 4 Types of Pollution  Noise Pollution Lecture
<u>PERFORMING ARTS-HOLIDAYS</u> Mather Planetarium Trip  Nutcracker Ballet	<u>PERFORMING ARTS-HOLIDAYS</u> Director Eaglet Theater Speaker  Chanukah Observation Speaker
<u>TECHNOLOGY</u> Justice Department Tour  Telephone Technique Teletrainer Phones	<u>TECHNOLOGY</u> Pacific Gas & Electric Speaker  Airport Tour
<u>MULTICULTURE</u> Multicultural Dinner  Camera Safari, Africa	<u>MULTICULTURE</u> Easter Observance Speaker  Little Red Riding Hood Play
<u>SPRING POTPOURRI</u> Planting Flowers  Ethnic Dancers	<u>SPRING POTPOURRI</u> Bicycle Safety Speaker  Spring Bike Ride  78

Mather Planetarium Trip, Nutcracker Ballet, Justice Department Tour, Telephone Technique Teletrainer, Multicultural Dinner, Camera Safari-Africa, Planting Flowers, and Ethnic Dancers Tour. The John Cabrillo School learning activities receiving the fewest positive responses are the Film on Four Types of Pollution, Noise Pollution Lecture, Director Eaglet Theater Speaker, Chanukah Observation Speaker, Pacific Gas and Electric Speaker, Airport Tour, Easter Observance Speaker, Little Red Riding Hood Play, Bicycle Safety Speaker, and Spring Bike Ride.

On Table 7, Page 71, for Nicholas School, the learning activities receiving the most positive responses were the Encyclopedia Use, Computer, Rock Identification, Microscope, Writing Stories, Poetry, Short Plays - Reading or Writing, Sacramento City College Students Help Children Do A Play, and Art Projects. The Nicholas School learning activities receiving the fewest positive responses were the Crossword Puzzles, Find and Read Game, Fun Box Animal Spelling Game, Dictionary, Classroom Plays, and Cut and Paste Pictures.

When the learning activities are known and examined, on the whole, the ones receiving the most positive responses are those which had pupil involvement or participation of some type. The involvement could be the child's own body movement, active pupil

TABLE 7

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ACTIVITIES SELECTED BY THE CHILDREN, PARENTS, AND TEACHERS AT  
NICHOLAS ELEMENTARY SCHOOL WHICH RECEIVED THE LARGEST AND THE  
SMALLEST NUMBER OF POSITIVE RESPONSES ON THE QUESTIONNAIRE OF MAY, 1975

Most Positive Responses	Fewest Positive Responses
<u>STAR CENTER</u> Encyclopedia Use  Computer, Rock Identification  Microscope	<u>STAR CENTER</u> Crossword Puzzles  Find and Read Game
<u>CREATIVE WRITING</u> Writing Stories  Poetry  Short Plays-Reading or Writing	<u>CREATIVE WRITING</u> Fun Box Animal Spelling Game  Dictionary
<u>CREATIVE ARTS AND DRAMA</u> Sacramento City College Students Help Children Do a Play  Art Projects	<u>CREATIVE ARTS AND DRAMA</u> Classroom Plays  Cut and Paste Pictures

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responsibility for parts of the activity, or an activity requiring the pupil's creative construction of physical and/or mental models such as preparing multicultural dinner decorations or writing stories. In general those activities which were audience or quiescent type received fewer positive responses and those activities which encouraged movement or participation received more positive responses. The writer included two learner objectives and matching learning activities which required the most active pupil involvement in the final revision, titled, *Elementary School Program Guidelines For Mentally Gifted Minors*.<sup>89</sup>

4. Product evaluation of the 1974-75 program resources.

Product evaluation results for the John Cabrillo and Nicholas Schools learning activities described on Page 65, were used also to provide an unobtrusive evaluation of the program personnel and material resources. Personnel and material resources were evaluated in terms of the positive or negative responses of the children toward the program activities.

Tables 8 and 9, Pages 73 and 74, list the resources in two columns: resources chosen with over 50 percent positive responses and resources chosen with 50 percent or fewer positive responses. Table 10, Page 75, summarizes Tables 8 and 9.

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<sup>89</sup>Appendix 30, p. 217.

CHILDRENS' EVALUATION OF RESOURCES (ACTIVITIES)  
OFFERED AT JOHN CABRILLO ELEMENTARY SCHOOL

Resources Chosen with Over 50% Positive Responses*	Resources Chosen with 50% or Fewer Positive Responses
<p>White Eagle Indian Program</p> <p>Solid Waste Field Trip</p> <p>American River Bike Ride</p> <p>Ancil Hoffman Trip</p> <p>Mather Planetarium Trip</p> <p>McClatchy Choir</p> <p>Christmas Observance Speaker</p> <p>Brass Symphony Demonstration</p> <p>Childrens' Theater Saturday Play</p> <p>Nutcracker Ballet</p> <p>Tiny Tots Symphony Concert</p> <p>Airport Tour</p> <p>Justice Department Tour</p> <p>SMUD Tour</p> <p>Telephone Technique Teletrainer</p> <p>Foreign Country and Culture</p> <p>Speakers and Films on other Countries</p> <p>Another Country's Birthday</p> <p>Multi-cultural Dinner</p> <p>Learning French</p> <p>Mexican Dances</p> <p>Little Red Riding Hood Play</p> <p>Buddhist Temple Tour</p> <p>Camera Safari, Africa</p> <p>Penny Whistle Players</p> <p>Planting Flowers</p> <p>U.C. Davis Ag. Flowers</p> <p>Bicycle Safety Speaker</p> <p>Bicycle Safety Film</p> <p>Spring Bike Ride</p>	<p>Film on Types of Pollution</p> <p>Noise Pollution Lecture</p> <p>Solid Waste Refuse Lecture</p> <p>Director Eaglet Theater Speaker</p> <p>Chahakah Observation Speaker</p> <p>Ballet Demonstration at School</p> <p>Pacific Gas &amp; Electric Speaker</p> <p>Easter Observance Speaker</p> <p>Ethnic Dancers</p> <p>Writing Reports</p>

\*Activities for which children selected the most positive response--"I Really Liked It"

CHILDRENS' EVALUATION OF RESOURCES (ACTIVITIES)  
OFFERED AT NICHOLAS ELEMENTARY SCHOOL

Resources Chosen with Over 50% Positive Responses*	Resources Chosen with 50% or Fewer Positive Responses
<p>Cross Word Puzzles</p> <p>SRA Reading Lab Stories</p> <p>Transportation and Communication Game</p> <p>Lotto Game</p> <p>Encyclopedia Use</p> <p>See USA, Peg Map</p> <p>Checkers</p> <p>Chess</p> <p>Visible Head Model</p> <p>Computer, Rock Identification</p> <p>Microscope</p> <p>Inventors Game</p> <p>Land Slide Game</p> <p>Monopoly</p> <p>Money--Different Countries</p> <p>Date and Time Calendar</p> <p>Short Stories, Reading</p> <p>Sacramento City College Students Help Children Do a Play</p> <p>Classroom Plays</p> <p>Crayon Drawings</p> <p>Painting</p> <p>Chalk Drawing</p> <p>Cut and Paste Pictures</p> <p>Art Projects</p> <p>Macrame</p> <p>SRA Dimensions in Reading</p> <p>Short Plays, Reading and Writing</p> <p>Fairy Tale Game</p>	<p>Careers Game</p> <p>Dominoes</p> <p>Picture Puzzles</p> <p>World Map Puzzle</p> <p>Find and Read Game</p> <p>Heart Model</p> <p>Human Brain Model (No one chose this activity)</p> <p>Human Skeleton Model (No one chose this activity)</p> <p>Human Lung Model</p> <p>Fun Box Number Recognition Game</p> <p>Fun Box Number Fishing Game</p> <p>Donner Party Day (No one chose this activity)</p> <p>Writing Stories</p> <p>Poetry</p> <p>Calculator (No one chose this activity)</p> <p>Typewriter (No one chose this activity)</p> <p>Fun Box Animal Spelling Game</p> <p>Dictionary</p>

\*Activities for which children selected the most positive response--"I Really Liked It"

UNOBTRUSIVE EVALUATION OF RESOURCES USING  
CHILDREN'S CHOICES OF ACTIVITIES AS A MEASURE

John Cabrillo School

Nicholas School

Type of Activity	Over 50% Positive Response	50% or Fewer Positive Response	Type of Activity	Over 50% Positive Response	50% or Fewer Positive Response
LECTURES	2	7	GAMES	8	6
			PUZZLES	1	2
PERSONNEL CONDUCTING FIELD TRIPS	10	0	STUDY ACTIVITIES	3	6
			ARTS AND CRAFTS	6	0
PERSONNEL IN PERFORMANCE	10	2	MODELS	1	5
STUDY ACTIVITIES	1	8	SACRAMENTO CITY COLLEGE PERFORMERS	9	3



The John Cabrillo School summarized resource information listed in Table 10, Page 75, indicates the following evaluation information: lecture type activities only receive over 50 percent positive responses two out of nine times; personnel conducting field trip activities receive over 50 percent positive responses ten out of ten times; personnel in drama type performances who involve children receive over 50 percent positive responses ten out of twelve times; and study activities only receive over 50 percent positive responses one out of nine times. On the whole these results seemed to indicate the children, parents, and teachers were positive toward the personnel resources who involved the children in the learning activities in some physical or mental manner with the children and parents being the most positive.

The Nicholas School summarized resource information listed in Table 10, Page 75, indicates the following evaluation information: learning games that involve children receive over 50 percent positive responses eight out of fourteen times; puzzle type activities only receive over 50 percent positive responses one out of three times; study activities only receive over 50 percent positive responses three out of nine times; arts and crafts involving children receive over 50 percent positive responses six out of six times; using study models receive over 50 percent positive responses only one out of six times; and the Sacramento City College performers

who involve children receive over 50 percent positive responses nine out of twelve times. On the whole, these results also seemed to indicate the children, parents, and teachers were positive toward the more active types of learning resources with the children and parents being the most positive.

Resource evaluation results were used when revising the guidelines. The writer included learning activities which require the children to become involved with the resources in a physical or mental manner.

5. Product evaluation of the 1974-75 staff development workshop. At the conclusion of a ten hour workshop, the participants evaluated the workshop.<sup>90</sup> The workshop's instructor was the writer and its title was Developing Program Guidelines For Elementary Mentally Gifted Minors. Participants rated each of the six content areas of the workshop on a one to ten point scale of Low to High Value. They were also requested to indicate their level of preparation to do their job as a result of their workshop participation. Participants were encouraged to make any comments in writing which they believed would assist in evaluating the workshop.

<sup>90</sup>Appendix 19, p. 192.

Figure 3, Page 79, lists the following average ratings for each of the workshop content areas: Rationale for gifted education 6.3 average rating, Characteristics of gifted children 7.1 average rating, Identification of gifted children 7.8 average rating, Writing and implementing gifted programs 8.3 average rating, Materials and methods for instruction of gifted children 9.5 average rating, and Evaluation of gifted programs 3.8 average rating. The highest value was placed on Materials and methods for the instruction of gifted children. The second highest average value was placed on Writing and implementing gifted programs. It appears the participants were more interested in writing and planning programs and developing the needed instructional materials and methods than they were in the rationale, characteristics, or the identification and evaluation procedures.

On Figure 3, Page 79, a numerical tally to the following question is listed:

*To what extent do you feel that you are better prepared to do your job because of the training you received in this workshop?*

One participant felt negligibly prepared, 11 felt moderately prepared and 19 felt significantly prepared.

# TEACHERS' EVALUATION OF WORKSHOP IN DEVELOPING GUIDELINES FOR MENTALLY GIFTED MINORS

I. Average rating on a scale of 1-10 of teachers' responses to questionnaire.

Item	Average Rating									
	1	2	3	4	5	6	7	8	9	10
1. Rationale										6.3
2. Characteristics										7.1
3. Identification										7.8
4. Writing and implementing										8.3
5. Materials and methods										9.5
6. Evaluation										3.8

II. Tally of answers to the question: To what extent do you feel that you are better prepared to do your job because of the training you received in this workshop?

1 negligibly 11 moderately 19 significantly

III. Summary of comments to open ended question concerning workshop.

1. Liked the materials-- 10 responses

2. The activities were helpful-- 9 responses

3. The interaction with other participants was helpful-- 6 responses

4. Liked the guidelines-- 3 responses

5. Wanted more demonstrations with children-- 1 response

6. Too much lecturing-- 1 response

7. Should use an air-conditioned room this time of year-- 1 response

A summary of participants' comments is also listed. It appears that the materials were an appreciated part of the workshop -- 10 responses.

The workshop appears to have been successful according to the content average ratings, the tally of answers to the specific question, and the summary of comments. The content of the workshop was included in the final revision, titled, *Elementary School Program Guidelines For Mentally Gifted Minors*.<sup>91</sup>

Conclusion: The evidence points out that Goal Three was accomplished in that the guidelines were revised in terms of the process and product evaluation.

#### GOAL 4

Publish the revised gifted program guidelines for the Sacramento City Unified School District. These guidelines will also be available to the California State Department of Education.

The revised program guidelines were published for the Sacramento City Unified School District during May, 1975. The revised guidelines were (1) evaluated and (2) made available to the California State Department of Education.

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<sup>91</sup>Appendix 30, p. 217.

1. Gifted program guidelines evaluation. A program guidelines product evaluation was conducted during May, 1975. The following personnel were requested to rate the major guideline items: twenty-three principals who originally submitted their 1973-74 gifted programs to the writer, staff members of John Cabrillo and Nicholas Schools, and program advisory committee members of John Cabrillo and Nicholas Schools. The ratings were conducted using a four point scale from Very Helpful to Not Very Helpful.<sup>92</sup> Table 11, Page 82, displays the ranked orders for each of the guideline items which were derived from the four point Very Helpful to Not Very Helpful rating scale. The rankings from five respondent groups are displayed with a sixth column for Composite ranks.

Principals found the Management Outline most helpful -- ranked 1 and found the Characteristics of Mentally Gifted Minors least helpful -- ranked 9.

John Cabrillo School teachers found the Learning Activities and the Identification of Mentally Gifted Minors most helpful -- ranked 1.5. They found the Discussion of the Rationale least helpful -- ranked 9.

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<sup>92</sup>Appendix 20, pp. 193-194.

TABLE 11

## RANKING OF GUIDELINES BY TEACHERS, PRINCIPALS, AND PARENTS FOR TWO SCHOOLS

Item	Principals	John Cabrillo Teachers	Nicholas Teachers	John Cabrillo Advisory Committee	Nicholas Advisory Committee	Composite
1. Writing the local school program	3	4	2	1.5	1	2
2. Goals and objectives	7	5	5	2	6	4.5
3. Learning activities	2	1.5	1	5	3	1
4. Suggestions for evaluation	4	5	5	5.5	5	6
5. Program personnel responsibilities	6	8	7.5	6.5	7	9
6. Management outline	1	6	2	3.5	3.5	5
7. Discussion of rationale	2	9	7.5	4.5	3.5	7
8. Identification of mentally gifted minors	5	1.5	5	6.5	3	3
9. Characteristics of mentally gifted minors	9	7	3	1	3	4.5

Nicholas School teachers found the Learning Activities most helpful -- ranked 1 and found the Management Outline least helpful -- ranked 9.

John Cabrillo School Advisory Committee members found the Characteristics of Mentally Gifted Minors most helpful -- ranked 1. They found the Suggestion for Evaluation and the Management Outline least helpful -- ranked 8.5.

Nicholas School Advisory Committee members found the Writing of the Local School Program most helpful -- ranked 1. They found the Management Outline and the Discussion of Rationale least helpful -- ranked 8.5.

The Composite ranked order indicates most personnel found the Learning Activities most helpful -- ranked 1 and the least helpful were the Program Personnel Responsibilities -- ranked 9.

It was interesting to note that the teachers at John Cabrillo and Nicholas Schools in some instances reached near agreement on the guideline items which were most and least helpful to them. Teachers tend to find those items helpful that relate to their instructional duties. Principals tend to find those items helpful that were administrative in nature. Advisory committee members at both schools in some instances came to near agreement on those



items which were helpful. The data seems to indicate that the different groups found guideline items helpful if the particular subject items provided immediate knowledge for their responsible area of program development and implementation.

2. California State Department of Education. The California State Department of Education has program management teams with designated state consultants under the direction of the California State Deputy Superintendent for Programs. The writer had the gifted program guidelines reviewed by Dr. William Webster, California State Deputy Superintendent for Programs and Dr. Paul Plowman, California State Consultant for Gifted and Talented Education, while the guidelines were being developed. Copies of the revised gifted program guidelines are now available in these California State Department of Education offices.<sup>93,94</sup>

3. District use of the revised gifted program guidelines. Three observers have monitored the gifted program guidelines development and implementation processes for this Maxi II Practicum.

Dr. Russell Kircher, Assistant Superintendent, Elementary Schools, has monitored the gifted program guidelines development

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<sup>93</sup>Appendix 24, p. 210.

<sup>94</sup>Appendix 25, p. 211.

and implementation process as well as reviewing the revised guidelines.<sup>95</sup>

Miss Louise Leoni, Director of Elementary Curriculum and Instruction, has observed the practicum procedures and reviewed the revised guidelines.<sup>96</sup>

Mr. Vern Steyer, District Coordinator for Mentally Gifted Minors, has monitored the practicum procedures and reviewed the revised guidelines.<sup>97</sup>

Mr. Joseph Lynn, Superintendent of the Sacramento City Unified School District, has reviewed the revised guidelines.<sup>98</sup> At Mr. Lynn's direction all 56 elementary principals within the Sacramento City Unified School District received a copy of the guidelines.

Conclusion: In the opinion of the writer Goal Four was accomplished and evaluation evidence has been presented. The evidence points out that the revised gifted program guidelines were published for the Sacramento City Unified School District and were made available to personnel within the California State Department of Education.

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<sup>95</sup> Appendix 26, p. 212.

<sup>96</sup> Appendix 27, pp. 213-214.

<sup>97</sup> Appendix 28, p. 215.

<sup>98</sup> Appendix 29, p. 216.

This chapter has presented and evaluated the development and implementation data for the published gifted program guidelines, titled, *Elementary School Program Guidelines For Mentally Gifted Minors*.<sup>99</sup>

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<sup>99</sup>Appendix 30, p. 217.

## CHAPTER 5

### SUMMARY AND CONCLUSIONS

#### SUMMARY

The purpose of this practicum was to develop, implement, and evaluate a basic set of gifted program guidelines at two elementary school sites. These guidelines were to be published for the Sacramento City Unified School District and be made available to the California State Department of Education.

The developed gifted program guidelines include the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities and a management time frame for program development and implementation.

The practicum was developed, implemented, and evaluated from April, 1974, through May, 1975. The gifted program guidelines resulted from working with three school communities. The Sutterville School community participated in the practicum from April, 1974, to August, 1974. When the Sutterville School principal was transferred to another school in August, 1974, the

practicum procedures were discontinued with this community.

The Nicholas School community was included in the practicum from September, 1974, to May, 1975. The John Cabrillo School community participated in the entire practicum from April, 1974, to May, 1975.

During the development and implementation of the guidelines, process and product evaluation assisted the writer in producing the final practicum product -- *Elementary School Program Guidelines For Mentally Gifted Minors*.<sup>100</sup> School staffs and program advisory committee members were surveyed to determine possible content information to include in the final program guidelines document. Children, parents, and staff members were informally interviewed to assist in revising the tentative program guidelines. An inservice workshop for parents, teachers, and aides was conducted to assist in the development and implementation of the guidelines. Teachers, advisory committee members, and principals ranked the content of the final revised *Elementary School Program Guidelines For Mentally Gifted Minors*.

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<sup>100</sup>Appendix 30, p. 217.

## RECOMMENDATIONS

The following recommendations are offered as a result of questions and concerns which arose during the development and implementation of this practicum.

1. The developed gifted program guidelines should be used only as a procedural information base from which each local elementary school will develop their own gifted program content and instructional procedures.
2. Inservice workshops should be scheduled for parents, staff members, and in some cases students throughout the school year on a monthly basis to facilitate communication and to gain new skills and knowledge. The content of the workshop should depend on the local school community's expressed needs, knowledge and concerns.
3. A district gifted program resource brochure should be developed each school year and it would include the following: a list of possible gifted mini courses which school communities may wish to consider, a description of course content, community personnel

available to assist with the instructional procedures, materials needed to conduct the mini courses, a description of the necessary housing facilities, and the estimated program cost for each mini course.

4. *The Elementary School Program Guidelines For Mentally Gifted Minors* should be updated each school year based upon the program implementation input from all elementary schools in the district.

#### CONCLUSIONS

Through evaluation procedures it was found that the children reacted to gifted program learning activities in a more positive fashion if they were actively involved in them. Parents also reacted in a positive manner if their children were actively engaged in the learning processes. The most successful learning activities resulted when students, parents, and staff members were jointly involved in planning, developing and implementing them.

Communication between all program participants seemed to ensure more successful learning activities. Newsletters and inservice workshops facilitated the communication process.

Communications lines were open when program participants had a clear understanding of who was responsible for what learning activities and what were the expected learning outcomes.

During the practicum it was found through interviews and questionnaires that different program participants seemed to require different information to make for successful programs. Teachers were interested in learning activities and student identification procedures. Parents were interested in learning activities, gifted rationale, and gifted traits. Principals seemed more interested in administrative techniques. Children were interested in the learning activities and how they could influence the selection of the learning activities. It is necessary to provide the desired information each subgroup needs to let them know they have an influence in the development and implementation process if successful gifted programs are to become prevalent.

John Cabrillo School community, Nicholas School community, and twenty-three elementary principals rated the revised *Elementary School Program Guidelines For Mentally Gifted Minors*. In general the guidelines received positive ratings.



The Sacramento City Unified School District's superintendent believed the guidelines to be worthy and was responsible for their distribution to all 56 district elementary schools.

Two members of the State Department of Education reviewed the guidelines and indicated the guidelines would be beneficial for gifted program development and implementation.

It appears that these program guidelines will serve as a procedural base from which local gifted programs may be planned and a course of action developed to implement unique learning activities for particular school communities.

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## APPENDIX

## Sacramento City Unified School District

JOHN CABRILLO SCHOOL STAFF AND  
GIFTED PROGRAM ADVISORY COMMITTEE

April 30, 1975

MINUTES

The meeting was called to order by chairman, Charles P. Thompson, at 7:30 p.m. Members present were 13 staff members of John Cabrillo School and forty-one parents of identified gifted children.

Charles P. Thompson indicated that the purpose of this meeting was to consider the following:

1. How to develop a gifted program for the 1974-75 school year.
2. Establish a gifted program advisory committee.
3. Parental and staff input by questionnaire and orally for program content and guidelines.
4. Present the Nova University Maxi II practicum goals for guidelines of Charles P. Thompson.

1. Developing a gifted program, 1974-75.

The California Administrative Code, Title V definition of giftedness was explained. It was indicated that the definition of giftedness (98th percentile on a state approved test) affects identification procedures for gifted children. The broad and general program procedures in the administrative code were presented. The administrative procedures set broad parameters when considering how to develop a gifted program.

2. Establish a gifted program advisory committee.

The duties of the committee were presented. It was agreed that the duties included planning, implementation, assisting with writing the program, suggesting staff training activities, and members of the committee were to become knowledgeable regarding state program regulations. It was agreed that any person who wished to serve on the advisory committee would automatically become a member of the committee. Four members, Beverly Zimmerman, Lexie Melarkey, Nancy Pulley, and Barbara Suter, agreed to be members of the committee. Four teachers plus the principal agreed to be members: Bill Woerner, Sallie Greggs, Megan O'Neill, Helen Vaughn, and Charles P. Thompson. It was suggested that student representatives should be members of the committee. Barbara Suter (parent) was elected the chairperson of the gifted program advisory committee. It was agreed that Barbara Suter would appoint student members for the first year and peer elections would be held for the second year.

3. Parental and staff input.

A questionnaire was used to guide the program content and guideline discussion. Questionnaires were administered and tabulated. Results indicated that the gifted program content would be in the following areas: leisure time and recreation; creative writing and drama; science; mathematics; and foreign language. The parents and staff members indicated they wished to know more about who is gifted, the profile of gifted children, and the purposes of gifted education. They wished to have a gifted program that provided a combination of gifted instruction within and without the classroom.

4. Charles P. Thompson's Nova University Maxi II practicum goals for guidelines.

These were approved by the parents, committee, and staff members.

Next Meeting

The next meeting will be May 13, 1974, 7:30 p.m. to consider tentative learner objectives and program learning activities plus a tentative program guideline outline.



## Sacramento City Unified School District

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SUTTERVILLE SCHOOL STAFF AND  
GIFTED PROGRAM ADVISORY COMMITTEE

April 31, 1974

MINUTES

Meeting was called to order by chairman, Walter Orey (Principal), at 3:30 p.m. Members present were 17 faculty members of Sutterville School and six parents of identified gifted children who had agreed to be on the proposed gifted program advisory committee.

Walter Orey indicated that the purpose of this meeting was to (1) explore approaches for developing a gifted program for the 1974-75 school year, (2) to receive faculty and parental input for the gifted program activities, and (3) to have Charles P. Thompson assist with their gifted program development. Charles P. Thompson was asked to explain the California Administrative Code, Title V regulations for identifying gifted children and the general program procedures.

It was explained that each school needs to develop their own program. In order to develop a program, faculty and parents need to consider what learning activities they wish to include in their programs. It was indicated they needed to also consider where and how they wish the learning activities to take place. A questionnaire was distributed and reviewed. It consisted of two parts: I. Program learning content areas; and II. Administrative program structure.

The questionnaire was administered and tabulated. The results indicated that the Sutterville faculty and advisory committee desired a two component program: (1) regular gifted enrichment plan within the regular classroom for the whole school taught by the classroom teachers, and (2) a specialist teacher to provide pullout instruction for grades 1, 2, and 3. The learning activities will be about the Mayan culture, mathematics, horticulture, and science. Other enrichment mini topics, four to six week duration, will be presented. The questionnaire results also indicated the advisory members and faculty desired to know more about who is gifted, the profile of gifted children, what is the purpose of gifted education, and the responsibilities of staff, advisory, and community members for providing learning activities.

Charles P. Thompson's Nova University Maxi II goals for gifted program guidelines were presented. It was explained by Walter Orey that he would act as a resource person to the Sutterville School community for their gifted program. The program guideline goals were accepted.

Next Meeting

The next meeting will be June 3, 1974, to consider the tentative learner objectives and program learning activities plus a tentative program guideline outline.

Sacramento City Unified School District

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JOHN CABRILLO - SUTTERVILLE STAFF AND  
GIFTED PROGRAM ADVISORY COMMITTEE

April 30, 1974

## QUESTIONNAIRE

## I. PROGRAM LEARNING CONTENT AREAS

Please check the program content areas you wish to be considered for the gifted program. Add other areas that have not been included in this questionnaire.

<input type="checkbox"/> career knowledge	<input type="checkbox"/> Sacramento multicultures
<input type="checkbox"/> music	<input type="checkbox"/> science
<input type="checkbox"/> art	<input type="checkbox"/> research skills
<input type="checkbox"/> dance	<input type="checkbox"/> interpersonal relations
<input type="checkbox"/> drama	<input type="checkbox"/> affective studies
<input type="checkbox"/> creative writing	<input type="checkbox"/> foreign language
<input type="checkbox"/> environmental study	<input type="checkbox"/> community study
<input type="checkbox"/> cooking	<input type="checkbox"/> literature
<input type="checkbox"/> typing	<input type="checkbox"/> leadership skills
<input type="checkbox"/> communication skills	<input type="checkbox"/> study trips
<input type="checkbox"/> problem solving skills	<input type="checkbox"/> leisure recreation
<input type="checkbox"/> critical thinking skills	<input type="checkbox"/> film making
<input type="checkbox"/> newspaper	<input type="checkbox"/> photography
<input type="checkbox"/> mathematics	<input type="checkbox"/> learning center room
<input type="checkbox"/> horticulture	<input type="checkbox"/> industry study
<input type="checkbox"/> technology	<input type="checkbox"/> services study
<input type="checkbox"/> agri business	

Other Content Areas \_\_\_\_\_

II. ADMINISTRATIVE PROGRAM STRUCTURE

Please indicate where and through what means you think the instruction should take place.

\_\_\_\_\_ out of the classroom by a special teacher

\_\_\_\_\_ within the classroom by the regular teacher

\_\_\_\_\_ a combination of out and within the classroom

\_\_\_\_\_ independent study

\_\_\_\_\_ after school study

\_\_\_\_\_ other informational areas

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John Cabrillo School

## GIFTED ADVISORY COMMITTEE

May 13, 1974

LEARNER OBJECTIVES

The following objectives were presented to the staff and advisory committee members:

1. Gifted students will be given the opportunity to develop interests for leisure time and recreational activities. 80% of the students will participate in three or more activities (develop by advisory committee and/or teachers) by May, 1975. Participation certification will be by the teacher.
2. Gifted students will be given the opportunity to develop their creative writing and drama skills. 80% of the students will participate in three or more learning activities (develop by advisory committee and/or teachers) by May, 1975. Participation certification will be by the teacher.
3. Gifted students will be given the opportunity to develop their science and mathematics problem solving skills. 80% of the students will participate in three or more learning activities (develop by advisory committee and/or teachers) by May, 1975. Participation certification will be by the teacher.
4. Gifted students will be given the opportunity to learn basic conversation elements of a selected foreign language. 80% of the students will be able to express an oral greeting, ask for a particular thing, and express one self selected idea in an oral fashion by May, 1975. Conversation certification will be by the instructor.

2 The above objectives were revised by the staff and advisory committee members and are as follows:

1. Sacramento outdoor environment. Students will be given an opportunity to develop an awareness of their outdoor environment through field trips, films, and guest lecturers. A minimum of 80% of the students eligible will participate by May 1, 1975, as certified by the teacher.

2. Communication through the performing arts and holidays. The student will be offered the opportunity to explore the areas of communication through drama, music, and dance. In addition the cultural histories of Chanukah and Christmas will be explored. A minimum of 80% of the eligible students will participate by May 1, 1975, as certified by the teacher.
3. Modern technology. Students will be given an opportunity to understand that science and math technologies affect individuals and their ways of life. A mini segment on problem solving will include chess instruction. A minimum of 80% will participate by May 1, 1975, as certified by the teacher.
4. Cultural understanding of our Sacramento community. Students will be given an opportunity to develop understanding and knowledge of other cultures. A minimum of 90% of the students will participate in studying another country and culture by May 1, 1975, as certified by the teacher.
5. Potpourri of miscellaneous spring learning activities. Students will be given an opportunity to participate in interesting learning activities. 80% of the eligible students will participate by May 1, 1975, as certified by the teacher.
6. Foreign language study unit. Students will be given an opportunity to participate in a foreign language. 50% will participate by May 1, 1975, and be able to express an oral greeting, ask for a particular thing, and express one self selected idea orally in French as certified by the teacher.

## GIFTED ADVISORY COMMITTEE

May 14, 1974

LEARNER OBJECTIVES

## I. PLACEMENT LEVEL 1

Mrs. Bitney

- A. The pupils will be given opportunities to develop at his own pace in self concept and creative skills.
- B. The pupils will be given opportunities to gain advanced knowledge through observation of living species of reptiles and will be encouraged to expand his information through research and experimentation.

## II. PLACEMENT LEVEL 1

Mrs. Ramsey

- A. Employ a wide variety of resource materials and experiences for gaining information.
- B. Solve problems that require original, creative thinking.
- C. Give pupils the opportunity to participate in enrichment activities.
- D. Develop independent study habits.

## III. PLACEMENT LEVEL 2

Mrs. Jacobson

- A. Employ a wide variety of resource materials and experiences for gaining information. The pupil will be given the opportunity to participate in enrichment activities.
- B. Develop independent study habits.
- C. Solve problems.

## IV. PLACEMENT LEVEL 2

Mrs. Preszler

- A. The pupil will be given the opportunity to participate in enrichment activities.
- B. Employ a wide variety of resource materials and experiences for gaining information.
- C. Encourage creative, original thinking and problem solving.

## V. PLACEMENT LEVEL 3

Mrs. Orkin

- A. Provide access to numerous resource materials which will develop academic and intellectual skills and knowledge and encourage self expression.
- B. Introduce task situations that require thinking at a higher cognitive level and which lead to the use of analytical thought and generalizations.
- C. Offer opportunities for encouragement of self concept, leadership, and possible career information via peer tutoring.

## VI. PLACEMENT LEVEL 4

Mrs. Hultgren

- A. Employ or institute the use of a wide range of varied experiences to broaden the scope of knowledge.
- B. To stimulate individual thinking.
- C. To "allow" the pupils to develop leadership roles by providing opportunities for such development.
- D. To develop independent strengths and interests through branching out in various tangents.



## VII. PLACEMENT LEVEL 4

Mrs. Sewake

- A. Using resource people for presenting talks, etc. and thereby having students gain richer knowledge in many specialized areas.
- B. Provide opportunity for problem solving in many areas: e.g.
  - 1. Self government, school government
  - 2. Math (above grade level)
  - 3. Local government and national government
  - 4. Other subject related reports.
- C. Career education.
  - 1. Have students become acquainted with variety of opportunities for a career through books, magazines, films.
  - 2. Resource people.

## VIII. PLACEMENT LEVEL 5

Mrs. Cottrell

- A. To stimulate, encourage and motivate the desire and enjoyment of reading (on their own level) books of their own choice and individual interests.
- B. To stimulate and motivate creative writing and thinking.
- C. To enrich and stimulate interest in math.
- D. To develop self concepts, leadership and self confidence.
- E. To broaden and enrich a variety of interesting Learning Centers and to stimulate, develop and motivate basic skills in observing, researching, reporting, listening, viewing, and problem solving.

IX. PLACEMENT LEVEL 5 Mrs. Krier

- A. Employ a wide variety of resource materials and experiences for gaining information.

X. PLACEMENT LEVEL 6 Ms. Chan

- A. The child can be given an opportunity to participate in enriching activities.
- B. By using wide variety of resource materials and experiences for gaining information.

XI. PLACEMENT LEVEL 6 Ms. LaFortune

- A. The pupil will be given the opportunity to participate in enrichment activities.

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MGM PROGRAM

1974-75

Learner Objectives  
SACRAMENTO  
OUTDOOR ENVIRONMENTExamples of Activities  
(including materials)

Ways in which activities are qualitatively different.

Evaluation Process for reporting progress toward achievement of learner objectives.

1.0 Students will be given an opportunity to develop an awareness of their outdoor environment through field trips, films, and guest lecturers.

A minimum of 80% of the students eligible will participate by May 1, 1975, as certified by the teacher.

1.1 Speaker - Waste Removal

1.1 Activities are set up to meet the individual interests and needs of the individual identified.

1.0 Number of students participating

1.2 Field Trip - Land Fill Area

the individual identified gifted students. These are additional activities set up above and beyond regular classroom activities.

1.1 Student, teacher, and parent evaluations

1.3 Bike Ride - American River Environment

1.2 Same as 1.1

1.4 Speaker - Noise Pollution

1.3 Same as 1.1

1.5 Film - 4 Types of Pollution

1.4 Same as 1.1

1.6 Speaker - Ecology &amp; Indian Heritage

1.5 Same as 1.1

1.7 Field Trip - Ancil Hoffman Park - Fall Environment

1.6 Same as 1.1

1.7 Same as 1.1

## Materials

Books on Sacramento's Outdoor World

Film slides on Flora/Fauna in Sacramento Area

Ecolab from MGM Circulating Library

1974-75

Learner Objectives  
COMMUNICATION THROUGH  
DRAMA, MUSIC, AND DANCE

Examples of Activities  
(including materials)

Ways in which activities are  
qualitatively different.

Evaluation Process for  
reporting progress  
toward achievement of  
learner objectives.

2.0 The student will be offered the opportunity to explore the areas of communication through drama, music, and dance. In addition the cultural histories of Chanukah and Christmas will be explored. A minimum of 80% of the eligible students will participate by May 1, 1975, as certified by the teacher.

2.1 Performing Arts and Holidays  
Performing Arts experiences will demonstrate some creative ways of communication. Examples of the variety are:

2.0 Number of activities in which students participated.

2.1 Student, teacher, and parent evaluation

2.2 Same as 2.1

2.3 Same as 2.1

2.4 Same as 2.1

2.5 Same as 2.1

2.6 Same as 2.1

2.7 Same as 2.1

2.8 Same as 2.1

2.9 Same as 2.1

2.10 Same as 2.1

2.11 Same as 2.1

6

2.2 Theater Directors' lecture

2.3 Lecture on a television consumer news action

2.4 Demonstration on ballet technique

2.5 High School choir program

2.6 Demonstration by Symphony members

2.7 Attending Children's Theater production

2.8 Attending "Nutcracker Ballet" performance

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MGM PROGRAM

1974-75

Evaluation Process for  
reporting progress  
toward achievement of  
learner objectives.

Learner Objectives  
COMMUNICATION THROUGH  
DRAMA, MUSIC, AND DANCE

Examples of Activities  
(including materials)

Ways in which activities are  
qualitatively different.

2.9 Attending a Tiny Tots  
Concert  
Two holidays will be  
discussed including  
the cultural study.

2.10 Lecture on Chanukah  
Observance

2.11 Lecture on Christmas  
Observance

Materials

Teacher's Guide by  
Sacramento Symphony on  
Ballet Association

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MEM PROGRAM

1974-75

## Learner Objectives

SCIENCE-MATHEMATICS  
TECHNOLOGYExamples of Activities  
(including materials)

Ways in which activities are qualitatively different.

Evaluation Process for reporting progress toward achievement of learner objectives.

3.0 Students will be given an opportunity to understand that science and math technologies affect individuals and their ways of life. A mini segment on problem solving will include chess instruction. A minimum of 80% will participate by May 1, 1975, as certified by the teacher.

3.1 Study tour of airport for private planes including areas on weather information, rescue equipment, control tower equipment, and airport operations.

3.2 Study tour of Dept. of Justice including scientific equipment.

3.3 Lecture on natural gas exploration.

3.4 Study tour of electric company including operations, equipment, and film on safety.

3.5 Use of tele-trainer equipment.

3.6 Chess instruction by older students for younger students incorporating problems solving and use of strategy.

3.1 An in-depth tour of facilities will be provided on each tour demonstrating how math and science make up modern technology. The activities will develop the student's awareness of his technological world of math and science not available in regular classroom studies.

3.1 Student, teacher, and parent evaluation

3.2 Same as 3.1

3.3 Same as 3.1

3.4 Same as 3.1

3.5 Same as 3.1

3.6 Same as 3.1

1974-75

Learner Objectives  
SCIENCE-MATHEMATICS  
TECHNOLOGY

Examples of Activities  
(including materials)

Ways in which activities are  
qualitatively different.

Evaluation Process for  
reporting progress  
toward achievement of  
learner objectives.

Materials

Chess games  
Weather charts  
Films  
Problem solving games  
and Supplies

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MCM PROGRAM

1974-75

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
4.0 Students will be given an opportunity to develop understanding and knowledge of other cultures. A minimum of 90% of students will participate in studying another country and culture by May 1, 1975, as certified by the teacher.	4.1 Selection of a country and culture to study. 4.2 Lecture by a student from country chosen. 4.3 Participating in a holiday party from country chosen.	4.1 The gifted child benefits culturally from choosing a country to study in-depth. Additional value is gained by students comparing many different countries and their cultures demonstrating that each country is only a part of a whole world. Films, speakers, and study tours provided are not normally included in the regular classroom studies.	4.0 Number of students participating 4.1 Student, teacher, and parent evaluations 4.2 Same as 4.1 4.3 Same as 4.1 4.4 Same as 4.1
	4.4 Participation in pot luck dinner combining all countries chosen.		4.5 Same as 4.1
	4.5 Demonstration by Mexican dancers.		4.6 Same as 4.1
	4.6 Lecture on why Passover is celebrated.		4.7 Same as 4.1
	4.7 Lecture on why Easter is celebrated.		4.8 Same as 4.1
	4.8 Study trip to Buddhist temple.		4.9 Same as 4.1
	4.9 Viewing a camera safari in East Africa.		4.10 Same as 4.1
			4.11 Same as 4.1
			4.12 Same as 4.1



## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MCM PROGRAM

1974-75

## Learner Objectives

## SACRAMENTO MULTICULTURE

Examples of Activities  
(including materials)Ways in which activities are  
qualitatively different.Evaluation Process for  
reporting progress  
toward achievement of  
learner objectives.

4.10 Attending an up-dated  
version of folk tale:  
"Little Red Riding  
Hood".

4.11 Demonstration of art  
of French mime.

4.12 Film on the Japanese  
culture and country's  
physical make-up.

## Materials

Books, Records, and Kits  
from the MCM circulating  
library.

Food

Music, pictures, materials  
provided by students of  
different ethnic and  
cultural backgrounds.

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MGM PROGRAM

1974-75

## Learner Objectives

## POTPOURRI

## LEARNING ACTIVITIES

Examples of Activities  
(including materials)Ways in which activities are  
qualitatively different.Evaluation Process for  
reporting progress  
toward achievement of  
learner objectives.

5.0 Students will be given an opportunity to participate in interesting learning activities. 80% of the eligible students will participate by May 1, 1975, as certified by the teacher.

5.1 College drama students presenting play involving action-audience participation.

5.2 Bike ride along American River Trail comparing change of seasons from previous tour.

5.3 Police Department lecture on bicycle safety.

5.4 Mexican dances celebrating Cinco de Mayo.

5.5 Planting project

a. starting plants from seeds

b. U.C. Davis volunteers helping with agronomy program

c. studying environment

5.1 The gifted student needs the opportunity to learn and explore random ideas and areas. This offers variety to previous studies concentrating on a single subject and is not part of the regular classroom.

5.1 Student, teacher and parent evaluation

5.2 Same as 5.1

5.3 Same as 5.1

5.4 Same as 5.1

5.5 Same as 5.1

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MCM PROGRAM

1974-75

Learner Objectives

POTPOURRI

LEARNING ACTIVITIES

Examples of Activities  
(including materials)Ways in which activities are  
qualitatively different.Evaluation Process for  
reporting progress  
toward achievement of  
learner objectives.

## Materials

Film, seeds, plants,  
wood  
Teacher's study guide  
on seeds and plants

## WRITTEN PLAN FOR JOHN CABRILLO SCHOOL MGM PROGRAM

1974-75

Evaluation Process for reporting progress toward achievement of learner objectives.

## Learner Objectives

Examples of Activities (including materials)

Ways in which activities are qualitatively different.

## FOREIGN LANGUAGE

6.0 Students will be given an opportunity to participate in a foreign language. 50% will participate by May 1, 1975, and be able to express an oral greeting, ask for a particular thing, and express one self selected idea orally in French as certified by the teacher.

6.1 Students at the intermediate level will be offered the opportunity to participate in a French program utilizing students from Sam Brannan as instructors. Teams of 2 students each will instruct students  $\frac{1}{2}$  hour weekly.

6.1 This is a special program set up to meet the foreign language needs of identified gifted students.

6.0 Number of students participating

6.1 Students, teachers and parents evaluations

128

## Materials

Student workbook  
Tapes  
Teachers' guide  
Charts

119

## Sacramento City Unified School District

NICHOLAS STAFF AND  
GIFTED PROGRAM ADVISORY COMMITTEE

September 3, 1974

MINUTES

The meeting was called to order by the principal, Joyce Kilmer, at 7:30 p.m. The members present were 12 parents and 16 staff members. The items considered were:

- developing a 1974-75 gifted program
- interest areas for gifted instruction
- election of a gifted program advisory committee
- guidelines for elementary gifted program

Developing a 1974-75 Gifted Program

The parents and staff requested that an independent learning center, titled, STAR center, be developed where children could go to pursue independent learning activities. Enrichment activities were also suggested for instruction within the classroom with the help of volunteer aides. There was an expressed concern as to the purpose of gifted education, what behaviors are exhibited by gifted children, and who is available to provide program services in our district. Cluster groups of children for particular instructional purposes were recommended.

Interest Areas For Gifted Instruction

Some of the interest areas chosen were science, mathematics, literature and arts, creative writing, and drama.

Election of a Gifted Program Advisory Committee

Four parents and one staff member were elected to serve on the advisory committee. The parents are Mrs. Shimasaki, Mrs. DeChange, Mrs. Beilby, and Mrs. Bloxham. The teacher is Mr. Gunter.

Nicholas School  
September 3, 1974  
Minutes  
Page 2

#### Guidelines For Elementary Gifted Program

The goals for developing the Elementary School Program Guidelines For Mentally Gifted Minors were presented by Charles P. Thompson. The staff, parents, and advisory committee accepted the goals. It was further indicated that Mr. Thompson would serve as a resource person to the advisory committee.

#### Next Meeting Date

September 10, 1974, at 3:30 p.m. will be the next meeting to consider the learner objectives and learning activities.

## WRITTEN PLAN FOR NICHOLAS SCHOOL MGM PROGRAM

1974-75

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 The opportunity to employ a wide variety of resource materials and experiences for gaining information will be made available to all of the MGM students.	1.1 A special learning center has been set up that will stimu- late interest in science, math, literature, and art.  Books, media and materials available for research include:  Art books Science books Enrichment cards Variety of reading books Math & geography media Puzzles and games SRA Reading lab Dimensions in reading Encyclopedia sets Dictionaries	The activities are qualita- tively different because they are specially set up in addi- tion to the regular classroom activities and are intensified.  Students may observe and manipulate different media.	1.0 Number of students participating  1.1 Teacher obser- vation and checklist  1.2 Student, teacher and parent evaluations

## WRITTEN PLAN FOR NICHOLAS SCHOOL MGM PROGRAM

1974-75

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
2.0 Students will be offered the opportunity for developing creative writing skills.  All pupils who attend the Star Center will be able to participate in the creative writing area.	2.1 Creating Writing  Creative writing experience will be offered to the individual students to allow them to develop techniques in writing.  2.11 Creative stories 2.12 Poetry 2.13 Short Plays 2.14 Short story books  Materials:  Open Court Reading series; creative writing, enrichment suggestions, and free time activities.  Primary and immediate self directed enrichment cards.	A special learning center area has been set up to allow students to utilize stimulating materials and explore capabilities in a creative endeavor.	2.0 Teacher checklist  2.1 Student, teacher and parent evaluations



## WRITTEN PLAN FOR NICHOLAS SCHOOL MGM PROGRAM

1974-75

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
3.0 The students will be offered the opportunity of developing creative talents in the area of arts.  Students will complete a minimal of two projects.	3.1 Students will have the opportunity to explore many types of art media.  Materials available include:  Art pencils and paper Water colors, paints Colored chalk Art books for ideas	A special area has been set up to provide the space and materials necessary to develop creative expression in art.	3.0 Teacher observation and checklist  3.1 Student, teacher and parent evaluations

## APPENDIX 9

PROGRAM GUIDELINES  
FOR GIFTED EDUCATION

FIRST DRAFT

CHARLES P. THOMPSON

September, 1974

### Writing Gifted Programs

A program will be written at the local school level and be submitted to the Coordinator of the mentally gifted minor programs.

The program will include at least the following items:

1. Program and learner objectives.
2. Activities of instruction and learning along with the necessary materials and facilities.
3. Description of how the activities are qualitatively different.
4. The evaluation process.

### Gifted Learning Activities

Gifted learning activities are the tasks that the child engages in order to acquire learning stated in the objectives. They must be spelled out as part of the program development planning. Example activities may include some of the following tasks:

- Write a creative story and dramatize it.
- Write a mathematics puzzle book.
- Learn to use specified foreign language phrases.
- Observe a reptile and describe its motor movements.

- Create an art form using clay.
- After a bike ride along the American River, describe one encountered environmental problem.
- Learn how to cook one foreign dish.
- Type one poem.

Learner objectives should also be spelled out and written.

A few examples are as follows:

- The student will be offered the opportunity of developing creative skills. Minimum of 80% of the students will participate.
- The student will be given the opportunity to participate in enrichment activities offered. Minimum of 80% of the students will participate.
- Instruction in a foreign language will be available to students. Minimum of 60% of the students will participate.
- Students will be given the opportunity to develop interests for leisure time pursuits. Minimum of 80% of the students will participate in two or more activities.

#### Why Provide Special Instruction

Why do gifted children need special instruction? They need special programs because they are neglected in many of the classrooms of this state and nation. They need equal opportunity for full development of their potentialities. Research findings

reveal that most creativity is killed in children by the end of the fourth grade and that 85 to 95 percent of instruction, even social studies, is at the lowest cognitive level of memorizing facts. In his March, 1972, report to Congress, "Education of the Gifted and Talented," Dr. Marland states:

"... research has confirmed that many talented children perform far below their intellectual potential. We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. Intellectual and creative talent cannot survive educational neglect and apathy."

Talent development is an important part of any growing and productive state. Without the intellectual and creative skills to meet the unknown problems of tomorrow, any society will begin a process of stagnation and decay. Gifted children were portrayed contrary to popular notion as often the neglected children in the classrooms of the state.\*

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\*Education of the Gifted and Talented-- Report to the Congress of the United States by the U.S. Commissioner of Education . . . prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, 99d Congress, Second Session, March, 1972.

### How To Identify Giftedness

Gifted children usually exhibit some of the following characteristics:

- Keen powers of observation; naïve receptivity; sense of the significant; willingness to examine the unusual; alertness, takes in all that is around him. Sometimes the word intuitive applies to this type of child.
- Power of abstraction; conceptualization, synthesis; interest in inductive learning and problem solving; and pleasure in intellectual activity are positive characteristics. Sometimes, on the negative side, the gifted child displays resistance to direction. The omission of detail may be a problem.
- Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth and a resulting questioning attitude are reasons why a logical answer is sought for each problem. There is difficulty in accepting the illogical.
- Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars. At times, especially in mathematics, this child may invent his own system. This system may conflict with procedures later taught to the child.
- Retentiveness makes it possible for gifted children to retain material easily, if there is understanding - usually with one presentation. This is related to a dislike for drill and routine.
- Verbal proficiency; large vocabulary; facility in expression; interest in reading; breath of information in advanced areas. This verbal proficiency may need to be channeled into concrete ideas and concepts to avoid vague and lengthy rambling.

- Questioning attitude, intellectual curiosity, inquisitive mind, and intrinsic motivation are factors which make it important that the gifted pupil see some reason for the activity which he is doing.
- Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking. This may lead to a critical attitude toward others and discouragement from self-criticism.
- Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brainstorming, and freewheeling are closely related to the friendliness and verbal ability of the gifted pupil. Individual projects should provide opportunity to use originality and initiative.

#### Staff Development

For the mentally gifted minors program to succeed, it is important for staff members to have a positive attitude toward the program and a basic understanding of the theory and operation of it.

The staff development plan should include at least four components:

- Instructional materials and methods for mentally gifted minors.
- Writing classroom programs.
- Providing special instruction.
- Evaluation of mentally gifted minors program.
- Identification of mentally gifted minors.

### Different Types Of Programs

There are basically two types of programs: (a) pullout and (b) classroom enrichment.

### Resource Teacher Assistance

- Work with local school personnel to develop their program plan.
- Provide community resource information to local school personnel.
- Facilitate communication of good district-wide program methods between local school personnel.

### Classroom Teacher Responsibilities

The following activities are the responsibility of teachers:

- Acquire an understanding of the gifted program.
- Assist with the identification of the mentally gifted children.
- Develop yearly program plans for the identified children in her/his classroom that are in line with the local school program plan.
- Maintain the case study material for all identified children in her/his classroom.



### Available Community Assistance

- Business, industry, and community service organizations often provide valuable resource contributions.
- A parent volunteer at each school is needed to organize all community resources.

### Gifted Program Advisory Committee

Committee members should assist with the following activities:

- Writing the program.
- Helping with the program at school.
- Help with learning activities within the classroom.

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<u>SIMULATED ARCHAEOLOGICAL DIG</u>			
1.0 Students will demonstrate intellectual skills by understanding the cultural universals of a society and the methods and techniques of an archaeologist.	1.1 As part of an archaeological dig, the students will select a dig site, plot the grid and be in charge of seeding and excavating the site. They restore, analyze and reconstruct the other teams artifacts and the culture they represent.	1.1 Organizing and participating in a simulated archaeological dig is beyond the regular classroom instruction.	<p>1.1 90% of the students will analyze the recovered artifacts.</p> <p>80% of the students will develop a hypothesis about a society based on results of dig.</p> <p>80% of the students will develop a museum exhibit with explanations of the culture.</p> <p>80% of the students will take part in a seminar.</p>
2.0 Students will demonstrate creative skills by developing a hypothetical civilization, devising artifacts to represent the cultural universals, analyze and hypothesize about a society as the result of a dig.	2.1 As part of the archaeological dig, the students will create a hypothetical civilization for which they will design their own artifacts.	2.1 Construction of artifacts to represent values, technology and social organizations of the civilization.	2.1 90% of the students will construct artifacts.

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<u>1.0 ACADEMIC SKILLS</u>  To develop academic skills through reading and writing, students will define literary terms and identify them when used in literature. They will use reading skills of previewing, skimming, and scanning to improve reading comprehension and speed.  Students will study paragraph structure and research methods. They will write paragraph structure and research methods. They will write paragraphs and a short story using these skills.	<u>1.1 LITERATURE UNIT</u>  Students will study the literary concepts of characterization, foreshadowing, imagery, inference, irony, plot, point of view, setting, symbolism and theme.  <u>Example of Materials:</u>  <u>Counterpoint in Literature</u> <u>Symbolism in Literature</u> (Film)	<u>1.1</u> This is an initial unit presented to the students to prepare them for reading novels. This is not done in the regular class as a unit of study.	<u>1.1</u> 90% of the students will correctly match a literary term with its definition in a teacher prepared list.

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
	<p>1.3 <u>WRITING UNIT</u></p> <p>The students will be given instruction in the use of topic sentences, paragraph unity and coherence and methods of paragraph development. The students will also be given instruction on the use of research materials within the library.</p> <p>They will write a short story in which they will be required to document and use five research sources.</p> <p><u>Example of Materials:</u></p> <p><u>Composition: Models and Exercises, Book 2</u> <u>School Library</u> MGM Resource Center</p>	<p>1.3 This is beyond the regular class curriculum with regards to research and writing skills.</p> <p>1.3 80% of the students will write an original short story in which he or she will use and document five research sources.</p>	

SCHOOL D

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<u>SCIENCE</u>			
<p>1. 80% of the MGM students will participate in an excursion to the SMUD auditorium to hear a presentation on the development of the nuclear power plant at Rancho Seco for the purpose of increasing their knowledge and understanding of this extremely important and controversial subject.</p>	<p>1. Lecture on both sides of the issue: need for energy and conservation view.</p>	<p>1. Not part of regular classroom activities.</p> <p>1. Record of attendance and teacher certification.</p>	
<p>2. 75% of the MGM students will participate in an excursion to the laboratory at Methodist Hospital in Sacramento in order to increase their knowledge and understanding of the medical sciences.</p>	<p>2. A personal tour of the lab facility will be conducted. They will have an opportunity to view the functions and duties of staff members.</p>	<p>2. Not part of regular classroom activities.</p> <p>2. Student survey made of 90% of all MGM students in May.</p> <p>3. End of year parent questionnaire will be used to assess the activity.</p>	

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<u>SPECIAL PROJECTS</u>			
1. 30% of the intermediate MGM students will participate in a Cinematography project involving writing, directing, and filming a series of short film vignettes; the purpose of this activity is to increase student awareness of the technical and artistic problems encountered in film-making.	1. One of the students' fathers will conduct a series of classes instructing students in the use of our movie camera. In the meantime other parents with the help of drama students will write, costume and act out a melodrama which will be filmed and presented to the entire enrichment program membership.	1. Not part of regular classroom.	1. Record of attendance and teacher certification.
2. 20% of the MGM pupils will participate in a series of cooking lessons under the direction of selected parents in order to help these students attain feelings of personal worth, develop self-sufficiency, and learn a deeper appreciation for the art of cooking.	2. A series of 6 classes will be conducted by parents with each class consisting of instruction in preparing one part of a meal. At the end of this series the children participating will prepare the complete meal for their parents using the school kitchen and multipurpose room.	2. Not part of regular classroom.	2. Student survey made of 90% of all MGM students in May.
			3. End of year parent questionnaire will be used to assess the activity.

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<u>1.0 INTELLECTUAL SKILLS</u> Students will demonstrate intellectual skills by examining data from original sources; developing hypotheses and testing conclusions; evaluating evidence and preparing and defending a political position.	<u>1.1 FROM SUBJECT TO CITIZEN</u> A pilot social science course designed around the concepts of power and political culture. From Subject to Citizen gives students a set of workable models for analyzing the nature and complexities of power relationships.	<u>1.1</u> The program is qualitatively different, because of the course emphasis on: -- small group interaction -- student hypothesis formation and proof process -- improvement of critical thinking skills -- use of case studies	<u>1.1</u> By June 1, 1974, at least 95% of the students will have been involved in at least 5 of the following: -- classroom environment checklist -- student self-evaluation -- student interview -- student presented "positive statements" with observer evaluations -- group evaluation of student research project -- students critique video-tape of role-playing of trial

SCHOOL F

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
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1.11 Individual and group activities include:

- analyzing data
- developing hypotheses and testing conclusions
- role-playing and simulation of historical incidents, trials, Long Parliament, Continental Congress
- mock news conferences
- taking part in decision-making, negotiations, debates, compromise and other parts of the political process
- small group discussion of historical or philosophical issues



SCHOOL F

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
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1.12 Students will plan and present "Williamsburg West Day" reproducing skills and crafts, and other colonial activities. Currently planned are:

- soap making
- candle dipping
- quilting
- rag rug braiding
- printing
- square dancing

1.13 Camping field trip to visit the famous landmarks of the Mother Lode Country including visits to a cave, mine, and panning for gold.

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<u>1.0 INTELLECTUAL SKILLS</u> Students will demonstrate intellectual skills by examining data from original sources, developing hypotheses and evaluating data and testing conclusions.	1.1 Analysis of first hand accounts of two primitive societies, the Bushmen and the Tuareg, and their relationship to their environment.	1.1 Use of Unit I of the high school anthropology project at junior high level.	1.1 80% of the students will make at least one hypothesis of the effects of environment on small group living and give 2-5 examples from presented materials to validate hypothesis.
	1.11 Work with facsimiles of kinds of information that anthropologists in the field obtain through interviews and observations.	1.11 Use of <u>Nomads of Sahara</u> as an anthropological account of a primitive society.	1.1 80% of the students will compare at least one social structure of the Bushmen and the Tuareg by giving at least 3 examples.
	1.2 Analyze the status and role in Ancient Egypt by construction of a social pyramid.	1.2 Use of enrichment unit on Ancient Egyptian.	1.2 80% of the students will demonstrate their knowledge and understanding of Egyptian society by participating in role-playing in Egyptian festival.
	1.21 Plan and present an Egyptian festival including decorations, costumes, food and entertainment.		
	1.22 Field trip to Rosicrucian Egyptian Museum.		

## Learner Objectives

## Examples of Activities

## Ways In Which Activities Are Qualitatively Different

## Evaluation Process

1.3 Group study in archaeological teams of photos, notes and reproductions of archaeological excavation.

1.3 The House of Ancient Greece uses an authentic archaeological dig as a model to allow students to participate in an archaeological investigation into life in ancient Greece.

1.3 80% of the students will formulate a hypothesis about the use of an artifact.

1.31 Practice archaeological "thinking", i.e. drawing conclusions from evidence found on objects and hypothesizing.

1.31 90% of the students will participate in a seminar presentation of description, hypothesis and demonstration of activity.

1.32 Participation in some of the activities of the Ancient Greece to better understand their culture.

## SCHOOL K

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
1. By May 1, 1974, 90% of the mentally gifted students will be involved in writing a script for, and filming, an 8mm movie.	<p>Learning basic parts of an 8mm camera, learning how to take moving pictures with an 8mm camera.</p> <p><u>Language Arts</u></p> <ol style="list-style-type: none"> <li>1. Learn the necessary skills in writing the script for a movie.</li> <li>2. Learning to use a tape recorder to record the script as film is made.</li> </ol>	<p>Special classes set up to learn how to use the 8mm camera.</p>	<p>Teacher and Parent observation and pupil performance.</p>
2. By May 1, 1974, 80% of the mentally gifted students will make a project for the school Science Fair.	<p>Choose topic. Develop projects that encourage their own creativity.</p>	<p>These are projects on which students ordinarily will work on out of the classroom.</p>	<p>Student entry at Science Fair.</p>
3. By May 1, 1974, 100% of the mentally gifted students will make a microscope properly.	<ol style="list-style-type: none"> <li>1. Using a microscope.</li> <li>2. Learning the basic parts of the microscope.</li> <li>3. Learn the different kinds of microscopes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Special classes will be held to teach the basic parts of a microscope.</li> <li>2. Field trips will be planned to different labs to learn how different kinds of microscopes are used, including an electron microscope.</li> </ol>	<p>Teacher and Parent observation. Student performance.</p>

SCHOOL K

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
4. By May 1, 1974, 100% of the mentally gifted students will be able to make slides for use with a microscope.	1. Students will go out to collect materials for the making of slides. 2. Be able to use a microscope so that some materials can be sliced for slide making. 3. Learning to dye specimens for slide making. 4. Learn how to use a deep well slide.	Time will be spent with teacher outside of classroom to collect materials. Outside class time will be devoted to using the microscope.	Teacher and Parent observation. Student performance.
5. By May 1, 1974, 100% of the mentally gifted students will have participated in a minimum of five study trips selected expressly for each individual child.	1. Field trip to Mather Planetarium. 2. Field trip to hospital to see how microscopes are used in typing and classifying blood. 3. Field trip to American River College to see how different microscopes are used. 4. Field trip to television studio to see how a live program is taped. 5. Field trip to newspaper plant to see how a newspaper is put together.	This trip will be in evening outside of regular classroom program.	Teacher and Parent observation. Student performance.

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
1.0 <u>CREATIVE SKILLS</u>	To develop creative skills through writing, students will be involved in the production of original writing of poems, myths, skits, and stories for young children.	1.1 <u>POETRY UNIT</u>	1.1 Students will submit original poems of each form studied to the teacher to be evaluated to determine if they have met the criteria studied.
1.1 Students will write and illustrate poetic patterns such as the limerick, haiku, tonka, cinquain, couplet, and ballad after reading, listening to, and discussing these forms.	1.1 Emphasis will be on the writing of the forms studied and organizing these written products in a collection that can be read by others.		
<u>Example of Materials:</u>	How to Read and Understand		
Poetry (an audio-visual set of 2 records/2 filmstrips)			
Understanding Poetry Series (6 filmstrips)			

Learner Objectives	Examples of Activities	Ways in Which Activities Are Qualitatively Different	Evaluation Process
	<p>1.2 <u>MYTHOLOGY UNIT</u></p> <p>After reading and discussing a variety of myth stories, each student will write and illustrate an original myth utilizing symbols, names, and historical background.</p> <p><u>Examples of Materials:</u></p> <p><u>The Greek Gods:</u> Evelin &amp; Hooper</p> <p><u>Heroes and Monsters of Greek Myth:</u> Evelin &amp; Hooper</p> <p>Splendor From Olympus - a multimedia program of Greek Mythology</p>	<p>1.2 This is beyond the regular classroom curriculum in original writing.</p> <p>1.2 Students will submit illustrated myths to a peer committee to be evaluated to determine whether each work has met the class developed criteria.</p>	

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
	<p>1.3 <u>PANTOMIME-DRAMA UNIT</u></p> <p>Students will participate in a six session mini-course in pantomime to be taught by junior college students from the community. Students will participate in role-playing and improvisation activities using spoken words.</p> <p>Students will write and act a play based on a myth.</p> <p><u>Example of Materials:</u></p> <p>Can of Squirms</p>	<p>1.3 Mime course will be taught by college students from the community. Mime instruction is not in the regular classroom curriculum.</p> <p>1.3 After participating in a six session mini-course in mime, 90% of the students will delineate a minimum of two objects in space and design two mime illusions.</p>	



Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
1.0 20% of the MGM students will participate in an individual project which involves teaching another student (or small group of students) a special activity, hobby, or skill in which the student has special competency or interest; the essential purpose of these special projects is to develop teaching and leadership abilities.	1.1 Those individuals who are identified as having a desire to share a special knowledge with others will be given guidance in planning a course of instruction. The student will be required to purchase materials, make phone calls, keep records, teach and evaluate their projects.	1.1 and 1.2 Beyond regular classroom learning.	1.1 Student records will be used to evaluate each child's progress.
	1.2 A small number of students will be identified through student and parent interviews, who for a variety of reasons are rare or non-participants in our programs. These people's needs will be assessed and an effort will be made to provide an independent project for them. Examples might be advanced study in photography, chess, collections, etc. These areas will be established on an individual basis.		

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
2.0 50% of the MGM students will participate in a special art instruction program designed to instruction program designed to increase their understanding of and appreciation for the theories of two - dimensional design and color.	2.1 A college student majoring in art will give instructions in form texture, volume, mass and color blends and contrast. They will also receive instruction in beginning drawing and perspective.	2.1 through 4.1° Beyond regular classroom instruction.	2.1 An attendance count will be taken at each activity with a random sample of interest by the participants.
3.0 20% of the intermediate level MGM students will attend a presentation by a professional television journalist in order to increase their knowledge and appreciation of the mechanics of television news gathering, editing and presenting.	3.1 A member of the news staff of Channel 10 will give a 30-40 minute presentation on gathering and reporting news, including a question and answer period.	3.1	There will be an intensive student survey made of 90% of all MGM students in May to assess the value of each activity as it relates to each student.

SCHOOL Q

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<p>4.0 75% of the MGM students will attend a special performance of an advanced senior high school Madrigal Singers Group in order to enhance their appreciation for choral music.</p>	<p>4.1 The Encina High School Madrigal Choir will come to the school and present a short informal program demonstrating harmony and types of vocal music.</p>		<p>4.1 There will be a parent/teacher opinion survey taken in May to assess the success and failures of the program as it relates to them.</p>

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
1.0 MGM students will become more aware of the Sacramento Community and the resources and career opportunities.	1.0 Field trips to various businesses in Sacramento to.	1.0 More extensive than the regular classroom field trip.	1.0 Verbal and written responses to survey.
1.1 Speakers from various occupational fields talk to MGM students.	1.1 Speakers from various occupational fields talk to MGM students.	1.1 Speakers will be able to go into more detail than with the regular classes.	1.1 Verbal and written responses to survey.
1.2 Students carry out interviews of various occupations and provide a "Career Opportunities Booklet" for the school.	1.2 Students carry out interviews of various occupations and provide a "Career Opportunities Booklet" for the school.	1.2 Students would use much of their own time to produce a book more detailed than regular classes could be expected to produce.	1.2 Students produce a booklet of acceptable quality.
1.3 The MGM students will study a unit in "Consumer Education" to become aware of the responsibilities of citizenship.	1.3 The MGM students will study a unit in "Consumer Education" to become aware of the responsibilities of citizenship.	1.3 MGM students will focus on consumer education whereas regular classes study it incidentally.	1.3 Pre and post tests on consumer attitudes.
1.4 MGM students take a field trip to the Sly Park Outdoor Education Center to learn more about the natural resources of the area.	1.4 MGM students take a field trip to the Sly Park Outdoor Education Center to learn more about the natural resources of the area.	1.4 This trip is not ordinarily taken by our regular classes.	1.4 Oral and written reports about the field trip.

SCHOOL R

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
2.0 MGM students will develop skills in independent research.	2.0 Field trip to the CSUS Library to observe and learn techniques of conducting research.	2.0 This is a field trip taken outside of school time and not ordinarily taken by regular classes.	2.0 Certification by a staff member.
	2.1 MGM students encouraged to select a Science Fair or Poster Contest project to carry out.	2.1 Students will be expected to create and display a product not usually done by regular classes.	
	2.2 Students are encouraged to take part in media center set up in the enrichment room. Projects will be available in typing, foreign language, creative writing, arts and crafts.	2.2 The use of the media center and its materials is not open to students in the regular program.	
	2.3 MGM students encouraged to produce a newspaper containing interviews and creative writing.	2.3 This project would be done outside of school time and in more in-depth than expected from regular classes.	
	2.4 MGM students are encouraged to produce a film for the Students Film Festival.	2.4 This project cannot be done by large classes and would require considerable research and planning not expected of regular classes.	

## SCHOOL T

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
I. By May 31, 1974, not less than 80% of identified MGM pupils will have participated in a language arts activity designed to improve creative expression.	I-A Magazine I-B Poetry I-C Drama I-D Creative Writing I-E Literature for younger children.	I-A-1 through I-E-1 These activities will be greater in-depth and more varied than regular classroom programs.	I-A-1-a Check list I-B-1-a Same as above I-C-1-a Same as I-A-1-a I-D-1-a Same as I-A-1-a I-E-1-a Teacher Observation of the products.
II. By May 31, 1974, not less than 40% of MGM students will have participated in an art-related activity which promotes creativity.	II-A Pottery - clay II-B Stitchery - yarn II-C Photography - film camera II-D Knitting - yarn II-E Weaving - loom yarn	II-A-1 through II-E-1 See I-A-1 through I-E-1 above.	II-A-1-a Teacher and Instructor Observation of the products. II-B-1-a See II-A-1-a II-C-1-a See II-A-1-a II-D-1-a See II-A-1-a II-E-1-a See II-A-1-a
III. By May 31, 1974, not less than 40% of MGM students will have had exposure to advanced knowledge of a foreign language or culture.	III-A Oral Spanish III-B Social Studies (countries and cultures) (Japanese Family)	III-A-1 This activity is not offered in regular program. III-B-1 These activities are more advanced and more in-depth than regular classroom programs and will use materials not used in the regular classroom programs.	III-A-1-a Check list III-B-1-a Check list and teacher observation.

SCHOOL T

1973-74

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
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IV. By May 31, 1974, not less than 50% of MGM students will have participated in programs which foster critical thinking.

IV-A Chess - Chessmen Chessboard  
IV-B Social Studies  
IV-C Stock Market and Economics  
IV-D Bridge - cards

IV-A-1 This activity will be more advanced than that in regular classrooms.  
IV-B-1 See IV-A-1  
IV-C-1 This activity in not offered in regular programs.  
IV-D-1 See IV-C-1

IV-A-1-a through IV-D-1-a Teacher Observation and/or Check List

V. By May 31, 1975, not less than 75% of MGM students will have participated in a program necessitating the application of mathematical concepts.

V-A Aeronautics  
V-B Meteorology  
V-C Math Hour  
V-D Bridge  
V-E Chess  
V-F Individual Study  
V-G Stock Market and Economics  
V-H Computers

V-A-1 through V-H-1 These activities are not offered in regular classroom programs.

V-A-1-a through V-H-1-a Teacher Observation and/or Check List

VI. May 31, 1974, not less than 40% of MGM students will have participated in a program designed to encourage appreciation of nature.

VI-A Delta Cruise

VI-A-1 This activity is not offered in the regular classroom program.

VI-A-1-a Check List and Teacher Observation

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
1.0 The student will be offered the opportunity of developing creative skills. Minimum of 80% of the students will participate.	1.1 Drama Creative Writing  <u>Materials:</u> Use of Creative Language Kit	Special classes providing for individual help	Teacher observation Student performance Teacher checklist
2.0 The student will be given the opportunity to participate in enrichment activities offered. Minimum of 80% of the students will participate.	2.1 Cooking 2.2 Sewing 2.3 Photography 2.4 Nature study 2.5 Typing 2.6 Knitting 2.7 Art	Classes set up to meet needs of identified gifted-students to supplement regular classroom activities. 1:10 ratio maximum.	Teacher observation Student performance Teacher checklist Attendance sheet with data regarding activities and projects.
3.0 Instruction in a foreign language will be available to students. Minimum of 60% of the students will participate.	3.1 Classes in Spanish 3.2 Classes in Greek 3.3 Classes in one language to be selected (minimum of two 30-minute lessons per week for 15 weeks)	Classes established to meet needs of identified gifted students utilizing students and parent volunteers.	Number of students participating -- teacher lists Student performance



Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
4.0 Students will be given the opportunity to develop interests for leisure time pursuits. Minimum of 80% of the students will participate in two or more activities.	4.1 Bike rides 4.2 Chess club 4.3 Bowling 4.4 Roller skating 4.5 Ice skating 4.6 Attendance ballet 4.7 Attendance play	After school, evening and Saturday classes under supervision of college students and adult volunteers.	Number of students participating -- teacher lists Tournaments with other schools -- participation list
5.0 Students will develop problem solving skills. Minimum of 50% of the students will be actively involved in science projects during the year.	5.1 Science projects	Provision for interested students to have a place and materials with which to work on on-going projects.	Participation Science Fair Student projects
6.0 Students will employ a wide variety of resource materials and experiences for gaining information. Students will be scheduled for minimum of 30 minutes per week in the enrichment center.	Learning Center (multi-media center) 6.1 Tape recorder - cassette 6.2 Filmstrips and viewers 6.3 Games and puzzles 6.4 Reference books 6.5 Enrichment activity card files (1 primary, 1 intermediate)	Gives each student on opportunity to select many sources for gaining information about selected projects. Aide available on a schedule to provide individual help for students.	Observation - Student self-evaluation Contract Parent response Teacher observation Attendance and participation sheets

Learner Objectives	Examples of Activities	Ways In Which Activities Are Qualitatively Different	Evaluation Process
<p>7.0 Students will show growth in independent study habits. Minimum of 80% of the students will be involved in one or more of the activities provided.</p>	<p>7.1 <u>Contracts</u> An agreement made between a student and a teacher to complete a given task(s) in a specific length of time with certain results.</p>	<p>Students are expected to achieve and perform at a higher level than regular classroom students.</p>	<p>Student self-evaluation Teacher observation Parent response Teacher/student written evaluation on the contract</p>
	<p>7.2 <u>Math Application Kit</u> There are 270 Activity cards that require a student to collect and use data to derive conclusions. Other components: 10 reference cards, a Student Handbook and an Almanac. Students</p>	<p>The kit presents a large number of problems and activities in science, sports and games, occupations, social studies, and everyday things that students, using elementary school mathematics as the basic tool of investigation, can explore.</p>	<p>Student self-evaluation Teacher Observation Parent response Student record card Results of each completed project or research area</p>

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## MEMORANDUM

May 6, 1974

To: Elementary Principals  
From: C. Paul Thompson, John Cabrillo School  
Topic: MENTALLY GIFTED MINORS PROGRAM

As part of my Nova University work for the 1974-75 school year, I am developing school site program guidelines at John Cabrillo and Nicholas Schools for the mentally gifted minors program. In an attempt to identify successful common program elements, will you please send me a copy of your 1973-74 program that you submitted to Vern Steyer. If you wish to have a copy of the program guidelines which will be developed, please fill in the attached form.

---

To: C. Paul Thompson  
John Cabrillo School

☐ Please send me a copy of the Mentally Gifted Minors Program Guidelines for John Cabrillo School.

Name \_\_\_\_\_

School \_\_\_\_\_

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

159

## MEMORANDUM

TO: Mr. Roy Merkel  
Principal  
Bear Flag Elementary School

FROM: C. Paul Thompson  
Principal  
John Cabrillo Elementary School

SUBJECT: GIFTED PROGRAM EVALUATION BY JUDGMENT

DATE: May 2, 1974

As part of my Nova University work I need to examine 1973-74 gifted programs from different schools within our district. These programs were submitted to me on a voluntary basis. The purpose of the program examination is to subjectively judge these written programs for quality gifted education. After selecting programs, it will be necessary to visit the particular school site to determine if the program is operational.

I will appreciate it very much if you will assist with the judgmental-visitation program process. The rationale that I used in asking for your assistance was the fact that in my opinion there is a quality gifted program in operation at your school.

If you have any questions, please call me at 454-8610. Please let me know in the near future if you will have the time to participate in this activity.

CPT:mh

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

160

## MEMORANDUM

TO: Elementary Principals

DATE: April 14, 1975

FROM: C. Paul Thompson  
Principal  
John Cabrillo Elementary School

SUBJECT: MENTALLY GIFTED MINORS PROGRAM

Thank you for sending me a copy of your Mentally Gifted Minors Program. As you recall, this is part of my Nova University work for the 1974-75 school year. I appreciate your help. I know it takes your valuable time in assisting me. If you have time, please answer the following questions. A copy of the revised John Cabrillo Mentally Gifted Minors Program Guidelines will be sent to you in the near future.

---

RETURN TO: C. Paul Thompson  
John Cabrillo Elementary School

Questions:

- I. Which one of your Learner Objectives was the most successful in your 1974-75 Mentally Gifted Minors Program?
- II. Which activities were the most successful?

Principal \_\_\_\_\_

School \_\_\_\_\_

Sacramento City Unified School District  
John Cabrillo Elementary School

CAP STUDENT EVALUATION  
MENTALLY GIFTED MINORS PROGRAM  
1974-75

Instructions: I will read for you a list of all of the special activities that were offered this year. You should answer only the questions which ask about the activity in which you participated. After I read each statement, I will give you the number of the space on your answer sheet to mark. Please make an X through the space after that number which says how you feel about that activity. You will have three choices for each activity as follows:

I really liked it.

It was okay.

It was a waste of time.

UNIT I

SACRAMENTO'S OUTDOOR ENVIRONMENT

1. Did you like White Eagle's Indian Program?
2. How did you like watching the Four Types of Air Pollution film?
3. Did you like the Noise Pollution talk?
4. Did you like the Solid Waste Removal (garbage) talk?
5. Did you find the Solid Waste (garbage) field trip interesting?
6. Did you enjoy last October's nature bike ride along the American River?
7. How did you like the field trip to Ancil Hoffman Park?

UNIT II

PERFORMING ARTS AND HOLIDAYS

8. Was the Eaglet Theater Director who talked about acting, the theater and the play "1776 - Ben Franklin" interesting?
9. Was the speaker from the television show Call-3 For Action on Consumer Problems interesting?
10. Did you like the mother and little girls's Chanukah description?
11. Was the ballet dancing interesting?
12. Did you like the Mather Planetarium program?
13. How did you like the McClatchy Choir?
14. Did you like the Christmas Origin talk?
15. Was the brass symphony demonstration fun?
16. Did you like the "Rob Roy Magee and His Mad Magic Medicine Show?"
17. How did you like the Nutcracker Ballet?
18. Did you like the Tiny Tots Concert?

UNIT III

TECHNOLOGY - FRIEND OR FOE

19. How did you like the airport field trip?
20. Was the field trip to the Justice Department interesting?
21. Did you like the talk by the man from Pacific Gas and Electric?
22. Was the SMUD (Sacramento Municipal Utility District) field trip interesting?
23. How did you like using the Tele-Trainer telephone equipment?

UNIT IV  
MULTICULTURAL STUDIES





































24. What do you think about the country your class studied?
25. Was the speaker about another country interesting?
26. Did you like the holiday party you had in your room for another country?
27. Was the Multicultural Dinner fun?
28. How did you like learning the French language?
29. Did you like the Mexican Dancers?
30. Did you find the speaker on Easter interesting?
31. How did you like the play, "Little Red Riding Hood?"
32. Was the field trip to the Buddhist Temple interesting?
33. How did you like the picture from the Camera Safari to Africa?





































UNIT V  
SPRING POTPOURRI





































34. Did you enjoy the library games?
35. Did you find the Pennywhistle Players fun?
36. How did you like the tour of KCRA Television Studios?
37. Did you like having Geoffery Wong speak to you after the tour?
38. How did you like the speaker on Bicycle Safety?
39. Did you like the film on Bicycle Safety?
40. Were the Cinco de Mayo Dancers interesting?







































41. Did you enjoy the Spring Bike Ride?
42. Was the park ranger interesting?
43. Did you like planting spring flowers and plants?
44. Did you enjoy the students from the University of California, Davis, who helped you do your planting?
45. Did you enjoy working on a school sign?
46. Was the speaker on blindness and her guide dog interesting?
47. How did you like the tour of the Community Center?
48. How did you like the doctor's talk on vision?
49. What would you do to make CAP better or more interesting?  
(Answer on back of your answer sheet)

1. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
2. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
3. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
4. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
5. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
6. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
7. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
8. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
9. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
10. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
11. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
12. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!

13. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
14. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
15. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
16. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
17. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
18. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
19. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
20. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
21. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
22. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
23. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
24. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!

25. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
26. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
27. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
28. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
29. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
30. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
31. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
32. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
33. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
34. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
35. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
36. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!

37. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
38. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
39. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
40. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
41. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
42. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
43. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
44. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
45. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
46. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
47. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!
48. I REALLY  LIKED IT!	IT WAS  OKAY	IT WAS A  WASTE OF TIME!

Sacramento City Unified School District  
John Cabrillo Elementary School

PARENTS' OPINIONS CONCERNING CAP PROGRAM  
1974-75

Explanation: During the 1974-75 school year your child has participated in a special program for mentally gifted students. This program has included many different activities throughout the school year. We have asked your child to rate these activities for us using a scale of a. Liked It; b. Okay; and c. Waste of Time. Undoubtedly you have observed your child's reactions during the year to the various activities at school. You can help us in our evaluation of the program by responding to the questions which relate to your child's participation. THE NUMBER PRECEEDING EACH QUESTION APPLICABLE TO YOUR CHILD HAS BEEN CIRCLED. Do not respond to any of the other questions.

Directions: Please mark your best judgment of your reaction to each of the circled activities by placing an X in the appropriate space following its statement. If your child did not participate (the number is not circled), please skip the question.

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
<b>(I. SACRAMENTO'S OUTDOOR ENVIRONMENT)</b>			
1. White Eagle Indian Environmental Program	_____	_____	_____
2. Film on 4 Types of Pollution	_____	_____	_____
3. Noise Pollution Lecture	_____	_____	_____
4. Solid Waste Refuse Lecture	_____	_____	_____
5. Solid Waste Refuse Lecture	_____	_____	_____
6. American River Bike Ride	_____	_____	_____
7. Ancil Hoffman Trip	_____	_____	_____
<b>(II. PERFORMING ARTS-HOLIDAYS)</b>			
8. Director Eaglet Theater Speaker	_____	_____	_____
9. Call-3 For Action Speaker	_____	_____	_____
10. Chankah Observance Speaker	_____	_____	_____
11. Ballet Demonstration at School	_____	_____	_____

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
12. Mather Planetarium Trip	_____	_____	_____
13. McClatchy Choir	_____	_____	_____
14. Christmas Observance Speaker	_____	_____	_____
15. Brass Symphony Demonstration	_____	_____	_____
16. Childrens Theater Saturday Play	_____	_____	_____
17. Nutcracker Ballet	_____	_____	_____
18. Tiny Tots Symphony Concert	_____	_____	_____
<b>(III. TECHNOLOGY)</b>			
19. Airport Tour	_____	_____	_____
20. Justice Department Tour	_____	_____	_____
21. Pacific Gas & Electric Speaker	_____	_____	_____
22. SMUD Tour	_____	_____	_____
23. Telephone Technique Teletrainer Phones	_____	_____	_____
<b>(IV. MULTICULTURE)</b>			
24. Foreign Country and Culture Studied	_____	_____	_____
25. Speakers and/or Films About Other Countries	_____	_____	_____
26. Another Country's Holiday	_____	_____	_____
27. Multiculture Dinner	_____	_____	_____
28. Learning French	_____	_____	_____
29. Mexican Dances	_____	_____	_____
30. Easter Observance Speaker	_____	_____	_____

-3-

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
31. Little Red Riding Hood Play	_____	_____	_____
32. Buddhist Temple Tour	_____	_____	_____
33. Camera Safari, Africa	_____	_____	_____
(V. SPRING POTPOURRI)			
34. Library Games, Chess, etc.	_____	_____	_____
35. Penny Whistle Players	_____	_____	_____
36. KCRA T.V. Tour	_____	_____	_____
37. Geoffery Wong Speaker KCRA Movie Critic	_____	_____	_____
38. Bicycle Safety Speaker	_____	_____	_____
39. Bicycle Safety Film	_____	_____	_____
40. Cinco de Mayo Dancers	_____	_____	_____
41. Spring Bike Ride	_____	_____	_____
42. Park Ranger Speaker Bike Ride	_____	_____	_____
43. Planting - Flowers	_____	_____	_____
44. University of California at Davis Students, Agriculture Flowers	_____	_____	_____
45. Working On School Sign	_____	_____	_____
46. Blind - Seeing Eye Dog Speaker	_____	_____	_____
47. Community Center Tour	_____	_____	_____
48. Doctor's Talk - Vision	_____	_____	_____

-4-

49. The school received \$1400 (\$35.00 per identified child) to develop and implement the CAP program. With this amount of money, in what way would you make this program more interesting for next year?

50. Please add any additional<sup>o</sup> comments you may wish to make.

Parents Name \_\_\_\_\_

# TEACHERS' OPINIONS CONCERNING CAP PROGRAM 1974-75

Explanation: During the 1974-75 school year children in your room have participated in a special program for mentally gifted students. This program has included many different activities throughout the school year. We have asked the children and parents to rate these activities for us using a scale of a. Liked It; b. Okay; and c. Waste of Time. Undoubtedly you have observed the reactions of the children during the year to the various activities at school. You can help us in our evaluation of the program by responding to as many of the following items as you can, based upon your reactions to these activities.

Directions: Please mark your best judgment of your reaction to each of the following activities by placing an X in the appropriate space following each statement. If the children in your room did not participate in some activities leave the activity unmarked. The number preceding each applicable statement has been circled.

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
<b>(I. SACRAMENTO'S OUTDOOR ENVIRONMENT)</b>			
1. White Eagle Indian Environmental Program	_____	_____	_____
2. Film on 4 Types of Pollution	_____	_____	_____
3. Noise Pollution Lecture	_____	_____	_____
4. Solid Waste Refuse Lecture	_____	_____	_____
5. Solid Waste Refuse Lecture	_____	_____	_____
6. American River Bike Ride	_____	_____	_____
7. Ancil Hoffman Trip	_____	_____	_____
<b>(II. PERFORMING ARTS-HOLIDAYS)</b>			
8. Director Eaglet Theater Speaker	_____	_____	_____
9. Call-3 For Action Speaker	_____	_____	_____
10. Chankah Observance Speaker	_____	_____	_____
11. Ballet Demonstration at School	_____	_____	_____



<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
12. Mather Planetarium Trip	_____	_____	_____
13. McClatchy Choir	_____	_____	_____
14. Christmas Observance Speaker	_____	_____	_____
15. Brass Symphony Demonstration	_____	_____	_____
16. Childrens Theater Saturday Play	_____	_____	_____
17. Nutcracker Ballet	_____	_____	_____
18. Tiny Tots Symphony Concert	_____	_____	_____
(III. TECHNOLOGY)			
19. Airport Tour	_____	_____	_____
20. Justice Department Tour	_____	_____	_____
21. Pacific Gas & Electric Speaker	_____	_____	_____
22. SMUD Tour	_____	_____	_____
23. Telephone Technique Teletrainer Phones	_____	_____	_____
(IV. MULTICULTURE)			
24. Foreign Country and Culture Studied	_____	_____	_____
25. Speakers and/or Films About Other Countries	_____	_____	_____
26. Another Country's Holiday	_____	_____	_____
27. Multiculture Dinner	_____	_____	_____
28. Learning French	_____	_____	_____
29. Mexican Dances	_____	_____	_____
30. Easter Observance Speaker	_____	_____	_____

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
31. Little Red Riding Hood Play	_____	_____	_____
32. Buddhist Temple Tour	_____	_____	_____
33. Camera Safari, Africa	_____	_____	_____
(V. SPRING POTPOURRI)			
34. Library Games, Chess, etc.	_____	_____	_____
35. Penny Whistle Players	_____	_____	_____
36. KCRA T.V. Tour	_____	_____	_____
37. Geoffery Wong Speaker KCRA Movie Critic	_____	_____	_____
38. Bicycle Safety Speaker	_____	_____	_____
39. Bicycle Safety Film	_____	_____	_____
40. Cinco de Mayo Dancers	_____	_____	_____
41. Spring Bike Ride	_____	_____	_____
42. Park Ranger Speaker Bike Ride	_____	_____	_____
43. Planting - Flowers	_____	_____	_____
44. University of California at Davis Students, Agriculture Flowers	_____	_____	_____
45. Working On School Sign	_____	_____	_____
46. Blind - Seeing Eye Dog Speaker	_____	_____	_____
47. Community Center Tour	_____	_____	_____
48. Doctor's Talk - Vision	_____	_____	_____

49. The school received \$1400 (\$35.00 per identified child) to develop and implement the CAP program. With this amount of money, in what way would you make this program more interesting for next year?

50. Please add any additional comments you may wish to make.

\_\_\_\_\_  
Teachers Name

Sacramento City Unified School District  
Nicholas Elementary School

STAR STUDENT EVALUATION  
MENTALLY GIFTED MINORS PROGRAM  
1974-75

Instructions: I will read for you a list of all of the special activities that you were offered this year. You should only answer the questions about the activities in which you participated. After I read each statement, I will give you the number of the space on your answer sheet to mark. Please make an X through the space after that number which says how you feel about that activity. You will have three choices for each activity as follows:

I really liked it.

It was okay.

It was a waste of time.

AREA I

STAR CENTER

1. Did you like playing with the crossword puzzles?
2. Did you like the SRA Reading Lab stories?
3. Did you like the Transportation and Communication game?
4. Was the Lotto game fun?
5. Did you like having the use of Encyclopedias?
6. How did you like the Careers Game?
7. Did you like the See the USA, The Peg Map Game?
8. Did you like playing checkers?
9. Did you like playing chess?
10. Was it fun playing dominoes?

11. Did you like working with the picture puzzles?
12. How did you like the World Map Puzzle?
13. Did you like Fun Box Find And Read game?
14. Did you find the Heart models interesting?
15. Did you find the Human Brain model interesting?
16. Did you find the Human Skeleton model interesting?
17. Did you find the Human Ear model interesting?
18. Did you find the Visible Head model interesting?
19. Did you find the Human Lung model interesting?
20. Did you like the Computer, Rock Identification?
21. Did you like using the microscope?
22. Did you like the Inventors Game?
23. Was the Land Slide Game Interesting?
24. Did you like playing Monopoly?
25. Did you find the money from different countries interesting?
26. Did you like the Fun Box Number Recognition game?
27. Was it fun playing the Fun Box Number Fishing game?
28. Did you find the Date and Time Calendar interesting?
29. Did you enjoy using the calculators?

## AREA II

## CREATIVE WRITING

30. Do you like using the typewriter?
31. Did you like playing with the Fun Box Animal Spelling Game?

## STAR STUDENT EVALUATION

1974-75

Page 3

- 32. Did you enjoy Fairy Tale Game?
- 33. Did you find the dictionary helpful?
- 34. Did you use the SRA Dimensions in Reading?
- 35. Did you like writing stories?
- 36. How do you like poetry?
- 37. Do you like short plays?
- 38. Do you like short stories?

## AREA III

## CREATIVE TALENTS IN ART AND DRAMA

- 39. Did you like the creative dramatics or plays that you participated in with the Sacramento City College students?
- 40. How did you like the plays you did in your classroom?
- 41. Did you like the crayon drawings that you did in your classroom or the Star Center? (Mr. Gunter's Room)
- 42. Did you like to use paints in the classroom or the Star Center?
- 43. How do you like to do a chalk drawing in the classroom or the Star Center?
- 44. Do you like to do cut and paste pictures in the classroom or the Star Center?
- 45. Did you like doing at least two art projects in the classroom or the Star Center?
- 46. How did you like the Donner party day?
- 47. Did you like doing Macrame?
- 48. What would you do to make the STAR program better or more interesting? (Answer on back of your answer sheet.)

Sacramento City Unified School District  
Nicholas Elementary School

PARENTS' OPINIONS CONCERNING THE STAR PROGRAM  
1974-75

Explanation: During the 1974-75 school year your child has participated in a special program for mentally gifted students. This program has included many different activities throughout the school year. We have asked your child to rate these activities for us using a scale of a. Liked it; b. Okay; and c. Waste of Time. Undoubtedly you have observed your child's reactions during the year to the various activities at school. You can help us in our evaluation of the program by responding to the questions which relate to your child's participation. THE NUMBER PRECEDING EACH QUESTION APPLICABLE TO YOUR CHILD HAS BEEN CIRCLED.  
DO NOT RESPOND TO ANY OF THE OTHER QUESTIONS.

**Directions:** Please mark your best judgement of your child's reaction to each of the circled activities by placing an X in the appropriate space following its statement. If your child did not participate (the number is not circled), please skip the question.

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
(1. STAR CENTER)			
1. Cross Word Puzzles	_____	_____	_____
2. SRA Reading Lab Stories	_____	_____	_____
3. Transportation and Communication Game	_____	_____	_____
4. Lotto Game	_____	_____	_____
5. Encyclopedia Use	_____	_____	_____
6. Careers Game	_____	_____	_____
7. See The USA Peg Map Game	_____	_____	_____
8. Checkers	_____	_____	_____
9. Chess	_____	_____	_____
10. Dominoes	_____	_____	_____
11. Picture Puzzles	_____	_____	_____
12. World Map Puzzle	_____	_____	_____
13. Find and Read Game	_____	_____	_____

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
14. Heart Model	_____	_____	_____
15. Human Brain Model	_____	_____	_____
16. Human Skeleton Model	_____	_____	_____
17. Human Ear Model	_____	_____	_____
18. Visible Head Model	_____	_____	_____
19. Human Lung Model	_____	_____	_____
20. Computer, Rock Identification	_____	_____	_____
21. Microscope	_____	_____	_____
22. Inventors Game	_____	_____	_____
23. Land Slide Game	_____	_____	_____
24. Monopoly	_____	_____	_____
25. Money - Different Countries	_____	_____	_____
26. Fun Box Number Recognition Game	_____	_____	_____
27. Fun Box Number Fishing Game	_____	_____	_____
28. Date and Time Calendar	_____	_____	_____
29. Calculator	_____	_____	_____
(II. CREATIVE WRITING)			
30. Typewriter	_____	_____	_____
31. Fun Box Animal Spelling Game	_____	_____	_____
32. Fairy Tale Game	_____	_____	_____
33. Dictionary	_____	_____	_____
34. SRA Dimensions in Reading	_____	_____	_____



<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
35. Writing Stories	_____	_____	_____
36. Poetry	_____	_____	_____
37. Short Plays - Reading or Writing	_____	_____	_____
38. Short Stories - Reading	_____	_____	_____
(III. CREATIVE ARTS AND DRAMA)			
39. Sacramento City College Students Help Children Do a Play	_____	_____	_____
40. Classroom Plays	_____	_____	_____
41. Crayon Drawings	_____	_____	_____
42. Painting	_____	_____	_____
43. Chalk Drawing	_____	_____	_____
44. Cut and Paste Pictures	_____	_____	_____
45. Art Projects	_____	_____	_____
46. Donner Party Day	_____	_____	_____
47. Macrame	_____	_____	_____

49. The school received \$800 (\$35.00 per identified child) to develop and implement the STAR program. With this amount of money, in what way would you make this program more interesting for next year?

50. Please add any additional comments you may wish to make.

\_\_\_\_\_  
Parents Name

TEACHERS' OPINIONS CONCERNING THE STAR PROGRAM  
1974-75

Explanation: During the 1974-75 school year children in your room have participated in a special program for mentally gifted students. This program has included many different activities throughout the school year. We have asked the children and parents to rate these activities for us using a scale of a. Liked It; b. Okay; and c. Waste of Time. Undoubtedly you have observed the reactions of the children during the year to the various activities at school. You can help us in our evaluation of the program by responding to as many of the following items as you can, based upon your reactions to these activities.

Directions: Please mark your best judgment of your reaction to each of the following activities by placing an X in the appropriate space following each statement. If the children in your room did not participate in some activities leave the activity unmarked. The number preceding each applicable statement has been circled.

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
(I. STAR CENTER)			
1. Cross Word Puzzles	_____	_____	_____
2. SRA Reading Lab Stories	_____	_____	_____
3. Transportation and Communication Game	_____	_____	_____
4. Lotto Game	_____	_____	_____
5. Encyclopedia Use	_____	_____	_____
6. Careers Game	_____	_____	_____
7. See The USA Peg Map Game	_____	_____	_____
8. Checkers	_____	_____	_____
9. Chess	_____	_____	_____
10. Dominoes	_____	_____	_____
11. Picture Puzzles	_____	_____	_____
12. World Map Puzzle	_____	_____	_____
13. Find and Read Game	_____	_____	_____

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
14. Heart Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Human Brain Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Human Skeleton Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Human Ear Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Visible Head Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Human Lung Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Computer, Rock Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Microscope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Inventors Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Land Slide Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Monopoly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Money - Different Countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Fun Box Number Recognition Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Fun Box Number Fishing Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Date and Time Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(II. CREATIVE WRITING)			
30. Typewriter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Fun Box Animal Spelling Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Fairy Tale Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. SRA Dimensions in Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>ACTIVITY</u>	<u>A. Liked It</u>	<u>B. Okay</u>	<u>C. Waste of Time</u>
35. Writing Stories			
36. Poetry			
37. Short Plays - Reading or Writing			
38. Short Stories - Reading			
(III. CREATIVE ARTS AND DRAMA)			
39. Sacramento City College Students Help Children Do a Play			
40. Classroom Plays			
41. Crayon Drawings			
42. Painting			
43. Chalk Drawing			
44. Cut and Paste Pictures			
45. Art Projects			
46. Donner Party Day			
47. Macrame			

49. The school received \$800 (\$35.00 per identified child) to develop and implement the STAR program. With this amount of money, in what way would you make this program more interesting for next year?

50. Please add any additional comments you may wish to make.

\_\_\_\_\_  
Teachers Name

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

186

## MEMORANDUM

TO: Staff Members of John Cabrillo  
and Sutterville Schools

DATE: June 3, 1974

FROM: Charles P. Thompson

SUBJECT: GIFTED PROGRAM ELEMENTS OF INFORMATION QUESTIONNAIRE

Please indicate by checking in the appropriate column, the information that you think will be helpful to develop a gifted program at your school.

Information About Giftedness	Very Helpful	Somewhat Helpful	Little Help	Not Helpful
1. Writing Gifted Programs				
2. Gifted Learning Activities				
3. Why Provide Special Instruction				
4. How To Identify Giftedness				
5. Staff Development				
6.				
7.				
8.				
9.				
10.				

# GIFTED PROGRAM IMPLEMENTATION AND PROCESS REPORT

## SCHOOL'S

DATE \_\_\_\_\_

**REPORTED BY**

		APPENDIX 15		187	



~~This information may be maintained on a 5" x 8" card.~~

[illegible]

**Personnel Services Office**

May 14, 1974

TA-0-45

To: All Teachers, Instructional Aides, and Parents of Identified Mentally Gifted Minors at John Cabrillo and Sutterville Elementary Schools.

The dates and hours for the workshop are Friday, June 7, 1974, 8:30 a.m. to 12:30 p.m., Wednesday, September 4, 1974, 6:30 to 9:30 p.m. and Tuesday, September 10, 1974, 6:30 to 9:30 p.m. The location will be the Library and Room 6 of the John Cabrillo Elementary School, 1141 Seamas Avenue. The instructor will be Charles P. Thompson.

An enrollment fee of \$2.00 is payable at the first class session. The course will earn one-half ( $\frac{1}{2}$ ) unit of salary credit. The workshop may also be taken for non-credit.

Any questions concerning this memorandum should be directed to Charles P. Thompson, 454-8177, or Gene Jensen, director, Training and Safety, Staff Training Services Department, 454-8567.

Robert N. Hansen  
Assistant Superintendent  
Personnel Services

RNH:FJS:GJ:mb

PLEASE RETURN TO: Fred J. Stewart, administrator, Staff Training Services/  
Summer School Departments, School Mail Box No. 45

I plan to enroll in the inservice workshop, "Developing Guidelines For Elementary Mentally Gifted Minors."

Last Name	First	Initial
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School or Office

Position

Telephone

Box No.

## MEMORANDUM

TO: Roy Merkel and Walter Orey  
Principals  
Bear Flag and Sutterville Schools

DATE: May 6, 1974

FROM: C. Paul Thompson  
Principal  
John Cabrillo Elementary School

SUBJECT: GIFTED PROGRAM EVALUATION OF SUBMITTED PROGRAMS

There are 23 school programs to consider when you are judging their quality. The suggested procedures are listed and forms are provided for you to use while judging the programs. Your ratings should be done together so that there is one composite rating.

PROCEDURES

## 1. CRITERIA

- A. Program Objectives. Judge the program objectives for their gifted educational worth.
- B. Learner Objectives. Judge the learner objectives for their worth to the learner. Also judge as to whether they are logical and in keeping with the program objective.
- C. Learning Activities. Judge the learning activities as to their worth. Also judge the activities as to whether you believe a child would wish to spend his/her time on the activities.
- D. Site Visitation. The programs that you judge educationally worthy should be visited at the school to determine if the program has been implemented.
- E. Forms. Please mark on the attached forms your opinion of the programs worth.

CPT:mh

Attachments

## 191



ERIC  
Full Text Provided by ERIC

EVALUATION OF IN-SERVICE WORKSHOP IN DEVELOPING PROGRAM GUIDELINES FOR  
MENTALLY GIFTED MINORSQuestionnaire

Please use the continuum following each item to indicate your opinion of the effectiveness of the elements of the guidelines which were included in this workshop. Circle the number which represents your choice on each item.

Low Value 1 2 3 4 5 6 7 8 9 High  
Value 10

1. Rationale for special programs for  
mentally gifted minors

1 2 3 4 5 6 7 8 9 10

2. Characteristics of mentally gifted  
minors

1 2 3 4 5 6 7 8 9 10

3. Identification of mentally gifted  
minors

1 2 3 4 5 6 7 8 9 10

4. Writing and implementing classroom  
programs for mentally gifted  
minors

1 2 3 4 5 6 7 8 9 10

5. Instructional materials and methods  
for mentally gifted minors

1 2 3 4 5 6 7 8 9 10

6. Evaluation of mentally gifted minors  
program

To what extent do you feel that you are better prepared to do your job because of the training you received.  
in this workshop? \_\_\_\_\_ negligibly \_\_\_\_\_ moderately \_\_\_\_\_ significantly

Use the space below or the back of this sheet to add any comments you might wish to make concerning this workshop.

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

193

## MEMORANDUM

TO: Parents on Gifted Parent Advisory  
Committee, Principals, and  
Staff Members

DATE: May 12, 1975

FROM: C. Paul Thompson  
Principal  
John Cabrillo Elementary School

SUBJECT: ELEMENTARY SCHOOL PROGRAM GUIDELINES FOR MENTALLY GIFTED MINORS

Thank you for the assistance that you have provided with my Nova University work for this school year. Your kindness is appreciated. If you have time, please check the appropriate columns on the attached CHECK SHEET and return it to John Cabrillo School. It will help me evaluate the guidelines that were developed during this year as part of my Nova University work.

CPT:mh

Attachment

GUIDELINES FOR ELEMENTARY GIFTED PROGRAM

Check Sheet

Name of evaluator  
(optional)

Directions: Please rate the usefulness of the manual of gifted program guidelines on each of the following items by checking the box following that item which most closely represents your opinion concerning its utility.

ITEM IN THE GUIDELINES	Very Helpful	Somewhat Helpful	Of Little Help	Not Helpful
1. Writing the local school program				
2. Goals and objectives				
3. Learning activities				
4. Suggestions for evaluation				
5. Program personnel responsibilities				
6. Management outline				
7. Discussion of rationale				
8. Identification of mentally gifted minors				
9. Characteristics of mentally gifted minors				
	203			

# A program of value

By Barbara Suter  
Coordinator

The Mentally Gifted Minors (MGM) program at John Cabrillo School has undergone a drastic revamping during the past school year from a pull-out program, one day a week, to one of variety and flexibility. Evaluations by students, parents and teachers indicated the lack of overall satisfaction by all concerned with the previous program which necessitated the change.

The MGM program previously had been named Creative Activities Program (CAP). Now CAP is living up to its name.

The academic year is divided into five separate units each with a central theme. Each unit consists of approximately six instructional weeks.

Unit I was called "Sacramento's Outdoor Environment." Activities included watching the salmon run in the American River, a bike ride on the American River Bike Trail, a dramatic film on the four types of pollution and a trip to Sacramento's landfill area to see how refuse is processed.

"PERFORMING ARTS and Holidays" was the theme of Unit II. Each field trip was preceded by a speaker as preparation. Preceding a field trip to the Eaglet's Children's Theater, Charles Goff, resident director, presented a program on the arts. Six junior and senior high school students from the dance center presented a program on understanding the art of ballet. This prepared the students for a performance of the "Nutcracker Ballet."

Another outstanding combination was the brass/percussion demonstration by symphony members preceding a trip to the Tiny Tots Concert. The observance of Chanukah was a very effective program which combined music and a lecture for a greater understanding of another culture. In a similar manner the Christmas holiday was a separate program.

diversified subjects. Another environmental ecology bike ride will be preceded by a bike safety discussion by the Sacramento Police Department. During the ride a park ranger will help students observe the environment scientifically. A special program to anticipate is a visit by a blind person and her guide dog. The theme here is no theme but variety.

A special part of this unit is a flower garden project to help the students learn about agronomy and to help with the various aspects of plants and gardening are students from the University of California, Davis. Cabrillo is one of three schools in a pilot program with UCD students working with elementary youngsters.

As a separate feature of the CAP program, mentally gifted students from Sam Brannan Junior High come to Cabrillo one day a week for the academic year, to work with students in grades 4-5 on basic French. This cross-graded tutoring has proven valuable to both groups.

Another example of cross-graded tutoring is a chess project. Students from grades five and six have taught chess fundamentals to second graders. The older students expressed a surprised respect for the younger ones under their leadership.

ONE SPECIAL feature of the overall program is one of sharing. When an in-school program is offered, all students within a

specific grade range are included, for example 1-3 or 4-6. Most of the programs have been provided by volunteer resource people from the community. When fees are required, the parents' club has contributed funds keeping the CAP program within guidelines by the state. This procedure has drastically reduced parental and teacher criticism of "elitism" or "separatism" for the gifted. The students have been aware of this in the past, both gifted and non-gifted. Now this awareness has been sharply diminished.

Who causes all of this to happen? C. Paul Thompson, principal of John Cabrillo, has been one important factor. His guidance has helped students, teachers and parents to realize what everyone has been seeking in a successful enrichment program. Volunteer resource people have been instrumental for approaching the program from a fresh and varied viewpoint. Four of the students were selected to represent their peers during the year on the parent-teacher advisory committee.

Part of the representation includes writing an article for the newsletter to report on something of special interest. The newsletter is printed at the beginning of each unit to keep parents informed, as well as students and teachers.

A parent of a student in the program was selected to coordinate all of the activities.

Technology - Friend or foe? was explored for Unit III. A field trip to Executive Airport was an in-depth study of airport operations. Another trip to SMUD facilities helped students to understand that more is involved with electricity than merely flipping a switch. The Department of Justice provided an exceptional tour of their facilities incorporating what the attorney general's office means to citizens plus the technology aspects. Pacific Telephone provides equipment to school districts called "Teletrainers." Teachers used the equipment within the classroom to learn proper telephone procedures.

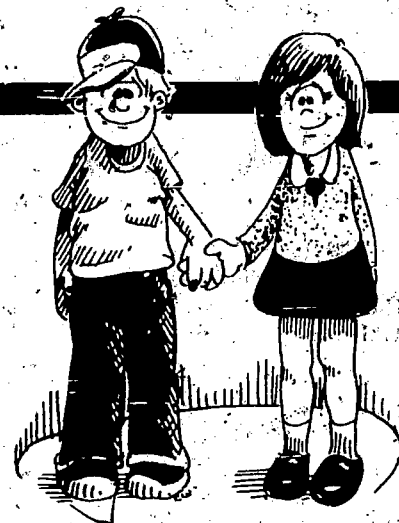
Unit IV is titled "Multiculturalures - We Are Different, But The Same." This segment is designed to supplement a classroom multicultural study sponsored by Cabrillo's Parent's Club. Films, a French Mime, Mexican dancers, an East African camera safari, a trip to the Buddhist Temple, among other activities help students to discover different worlds and their culture.

THE LAST UNIT (V) is a "spring potpourri" of many



# Sacramento Education

April, 1975 • 25¢



Regional  
Occupational  
Programs:

***What is it all about?***

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

196

**Nicholas Elementary School**6601 STEINER DRIVE  
SACRAMENTO, CALIFORNIA 95824

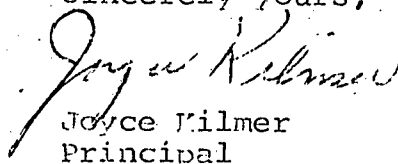
June 2, 1975

Dear Mr. Thompson:

I wish to express my appreciation for the gifted program assistance you provided for our school community of children, parents, and teachers during the 1974-75 school year. Program planning and implementation procedures must be carefully delineated before beginning a venture such as we did this school year.

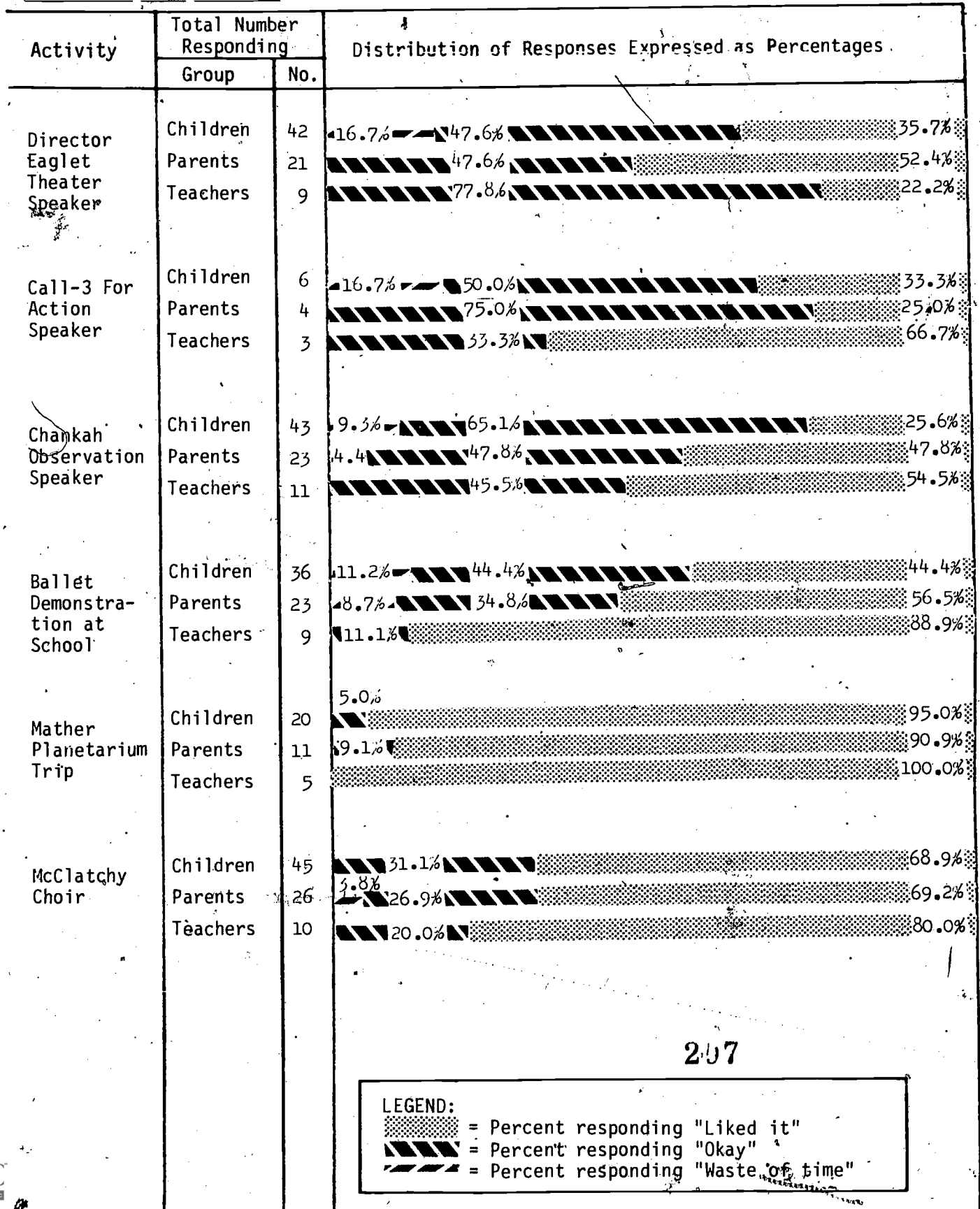
I feel that our mentally gifted minors . . . STAR students . . . are receiving a viable gifted education program because of the careful planning that preceded the implementation of the program. In particular, I wish to commend you for the thoughtful way you planned and executed the program evaluation procedures. The revised program guidelines are well organized and will be helpful to our staff.

Sincerely yours,

  
Joyce Kilmer  
Principal

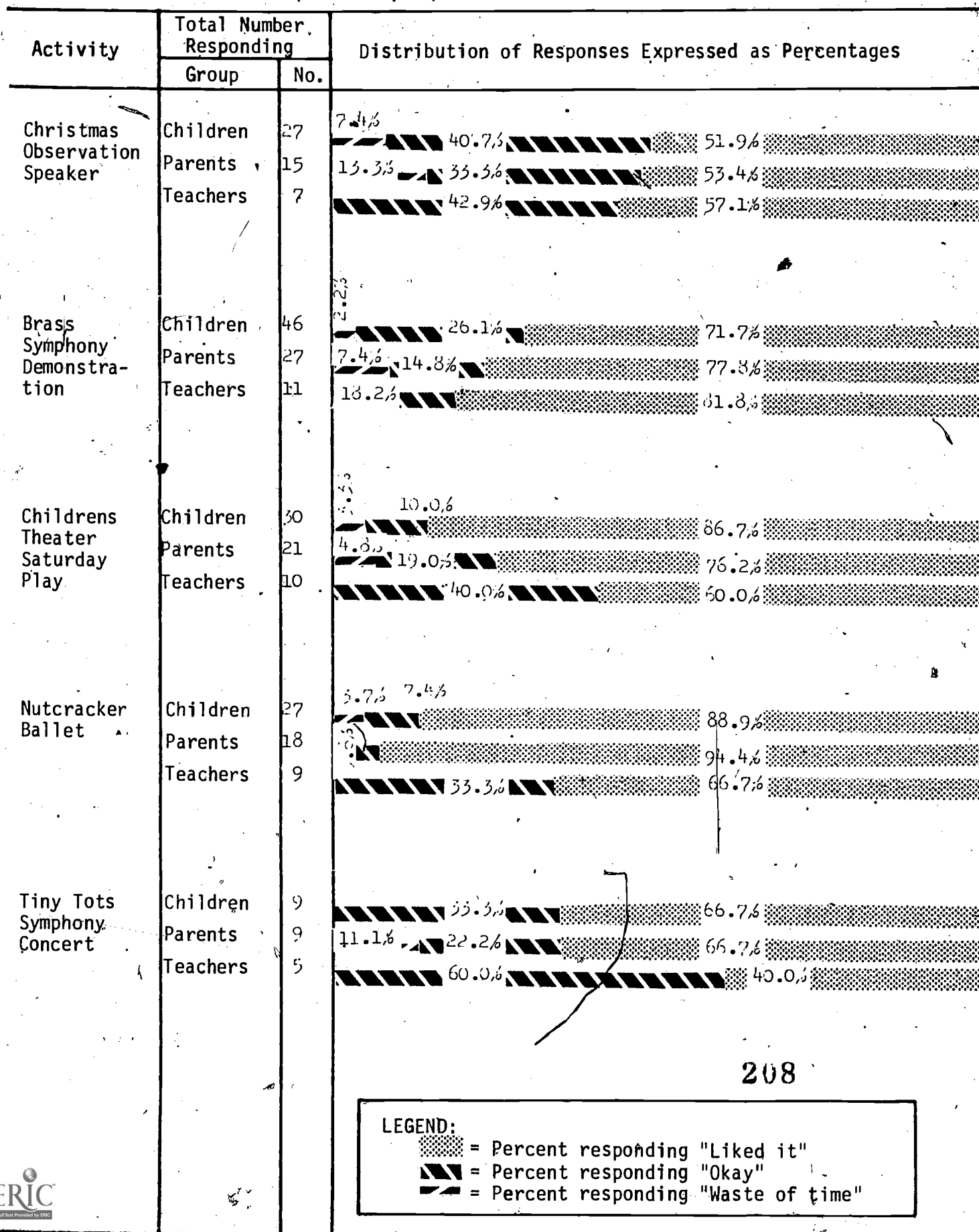
RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL

PERFORMING ARTS-HOLIDAYS (PART ONE)






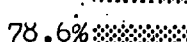
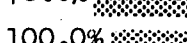
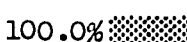


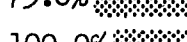














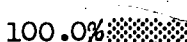
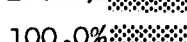


RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL

PERFORMING ARTS-HOLIDAYS (PART TWO)



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL

TECHNOLOGY

Activity	Total Number Responding		Distribution of Responses Expressed as Percentages	
	Group	No.		
Airport Tour	Children	28	28.6% 	71.4% 
	Parents	14	21.4% 	78.6% 
	Teachers	6		100.0% 
Justice Department Tour	Children	5		100.0% 
	Parents	4	25.0% 	75.0% 
	Teachers	2		100.0% 
Pacific Gas & Electric Speaker	Children	28	17.9% 	60.7%  21.4% 
	Parents	18	11.1% 	55.6%  33.3% 
	Teachers	6	33.3% 	66.7% 
SMUD Tour	Children	27	3.7% 	96.3% 
	Parents	14	14.3% 	85.7% 
	Teachers	6	16.7% 	83.3% 
Telephone Technique Teletrainer Phones	Children	10		100.0% 
	Parents	6		100.0% 
	Teachers	3	100.0% 	

209

## LEGEND:



= Percent responding "Liked it"



= Percent responding "Okay"

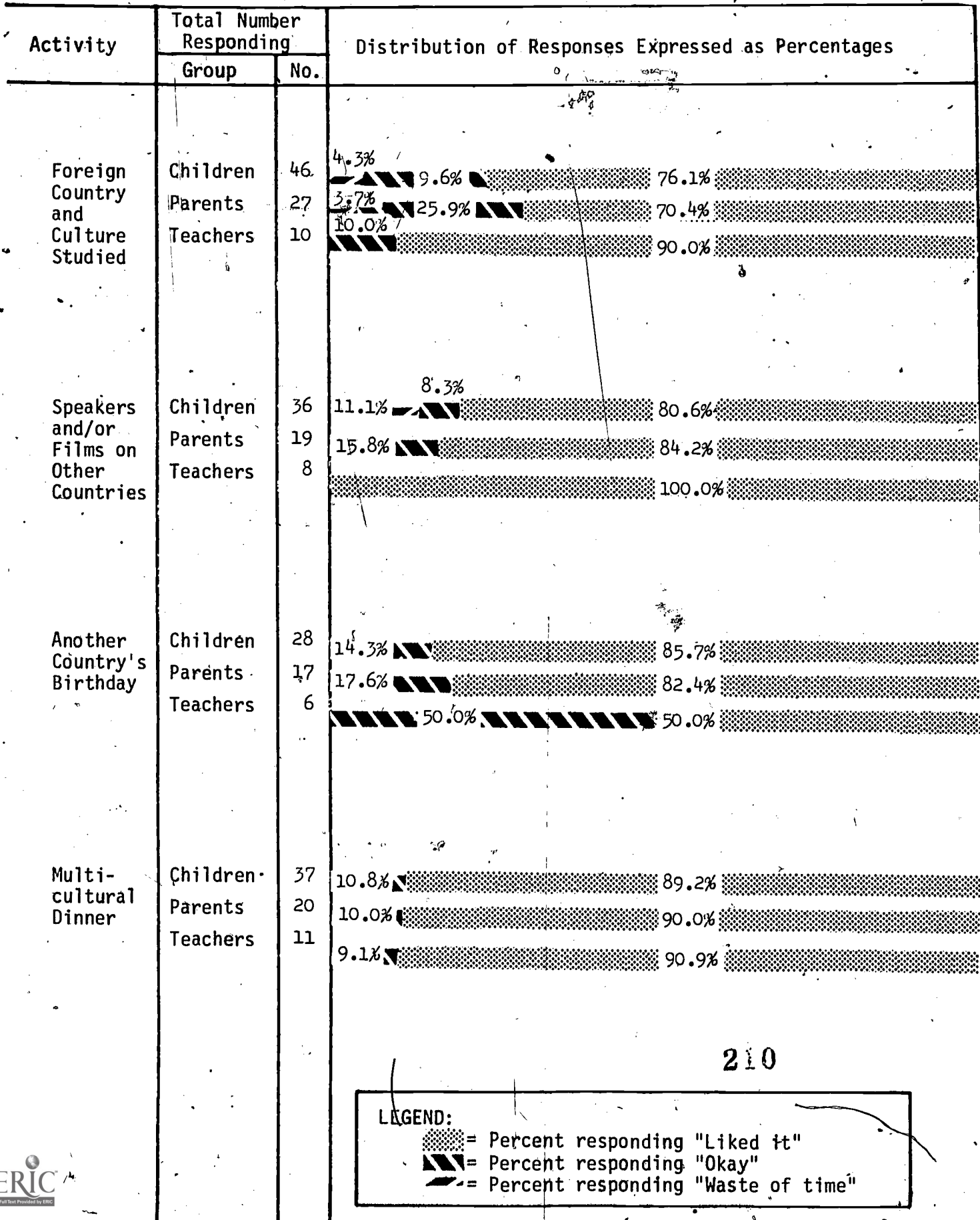


= Percent responding "Waste of time"



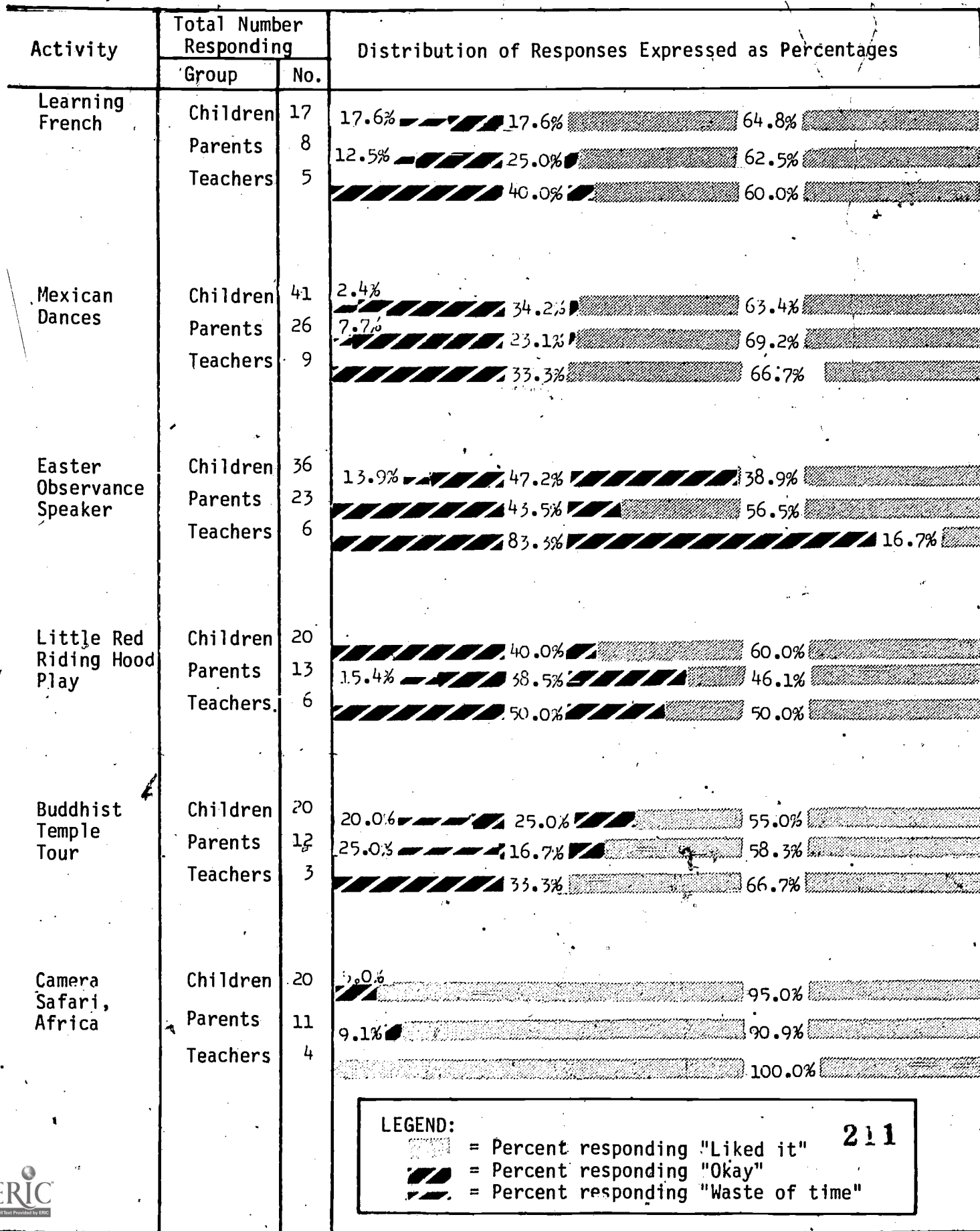
RESPONSES OF STUDENTS, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL

MULTICULTURE (PART ONE)



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL

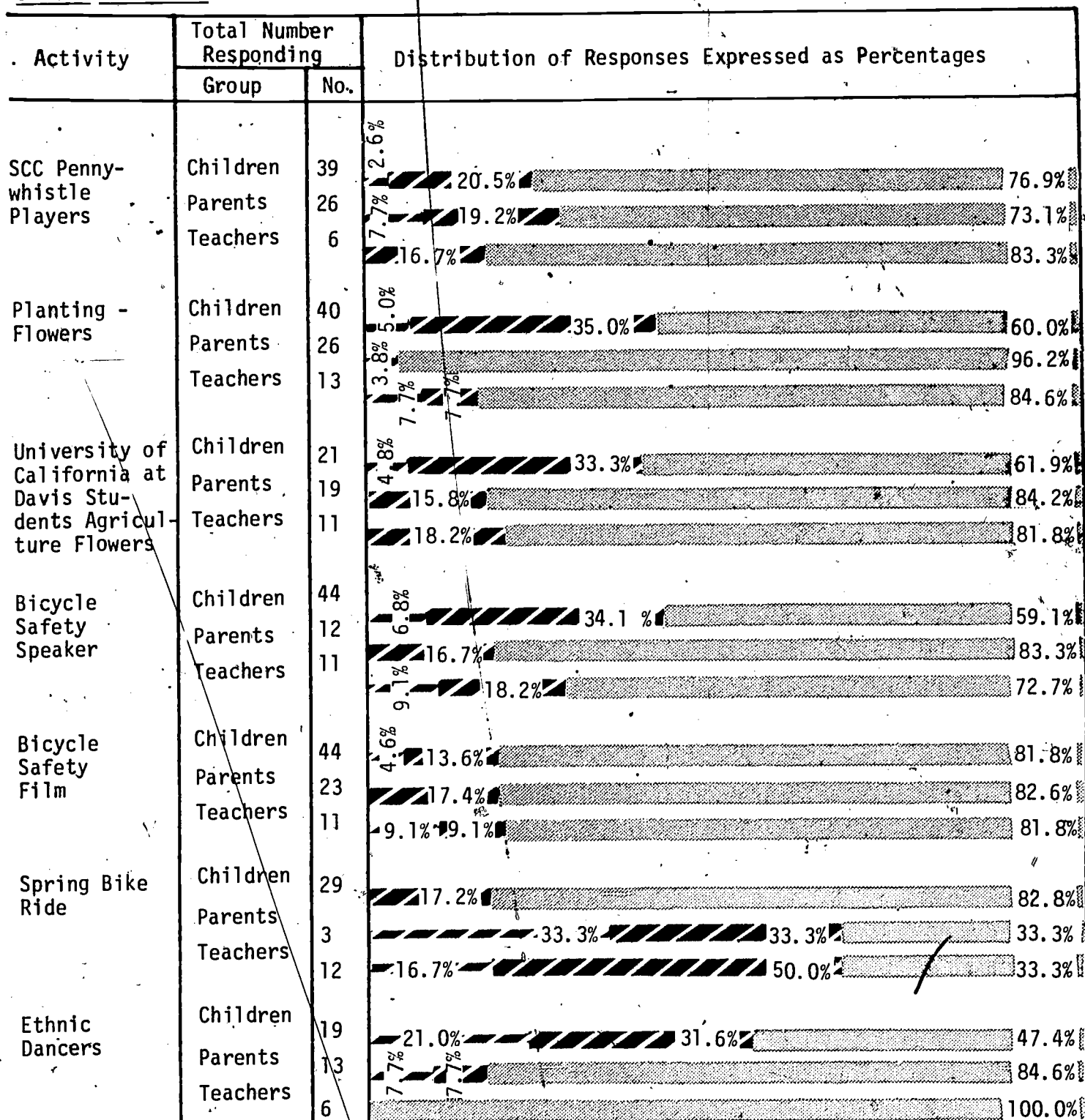
MULTICULTURE (PART TWO)



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE  
ON THE ACTIVITIES CONDUCTED AT JOHN CABRILLO ELEMENTARY SCHOOL




202

SPRING POTPOURRI



212

LEGEND:

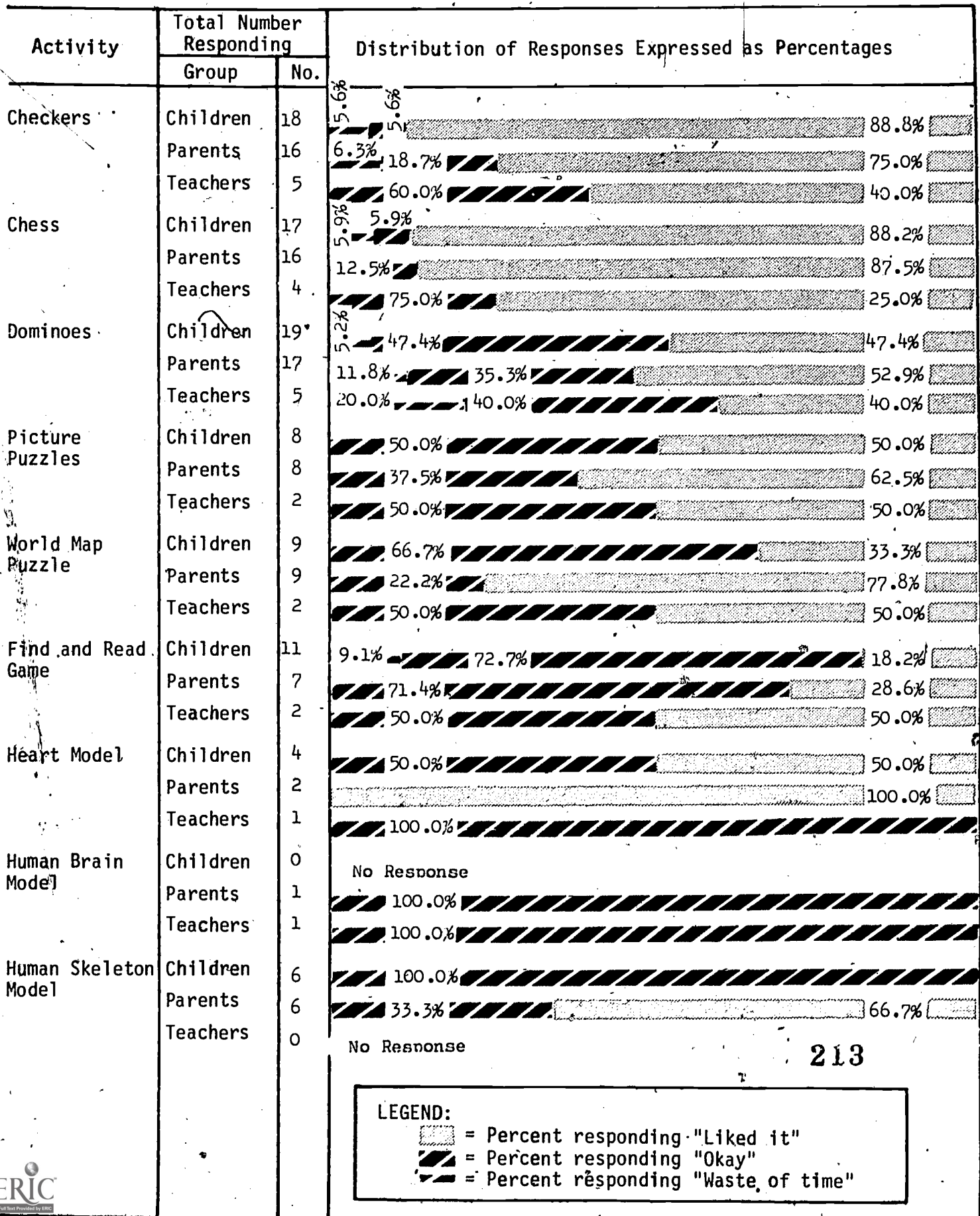
-  = Percent responding "Liked it"
-  = Percent responding "Okay"
-  = Percent responding "Waste of time"



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE ON  
ACTIVITIES WITHIN THE STAR PROGRAM AT NICHOLAS ELEMENTARY SCHOOL

203

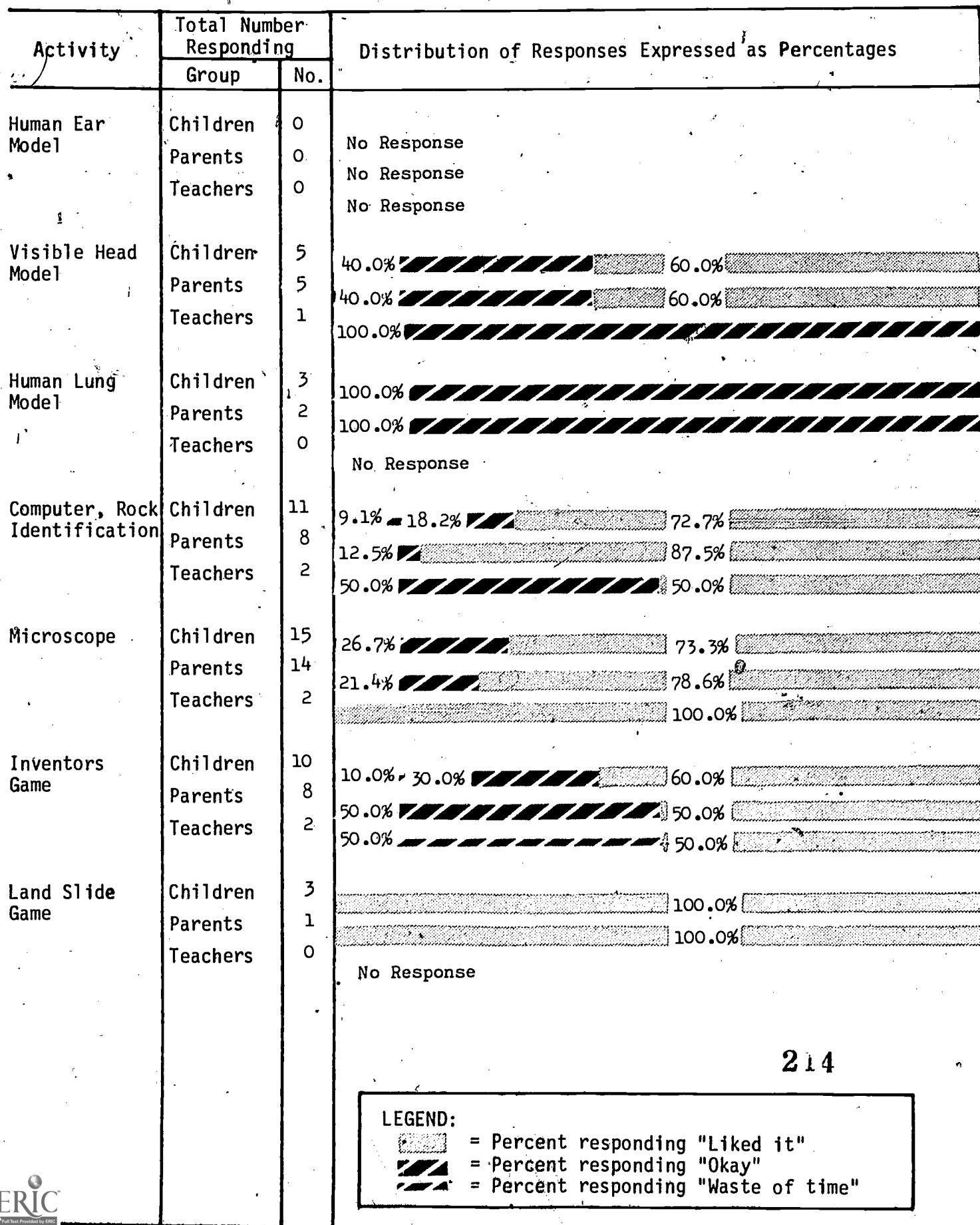
## STAR CENTER (PART TWO)



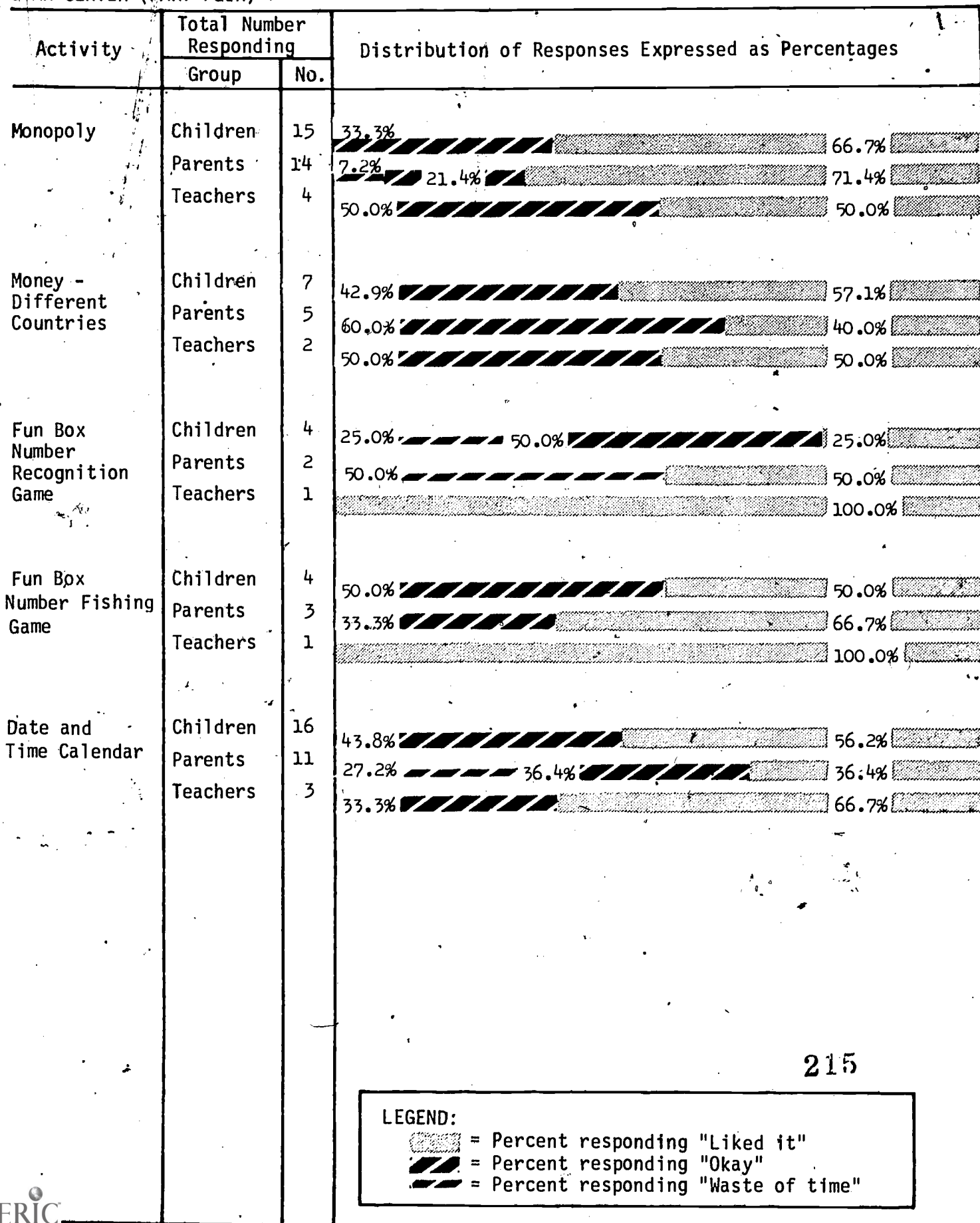
RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE ON  
ACTIVITIES WITHIN THE STAR PROGRAM AT NICHOLAS ELEMENTARY SCHOOL

204

## STAR CENTER (PART THREE)












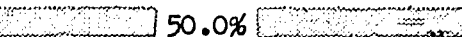

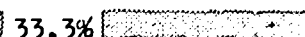
STAR CENTER (PART FOUR)



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE ON  
ACTIVITIES WITHIN THE STAR PROGRAM AT NICHOLAS ELEMENTARY SCHOOL

206

CREATIVE WRITING (PART ONE)

Activity	Total Number Responding		Distribution of Responses Expressed as Percentages
	Group	No.	
Calculator	Children	0	No Response
	Parents	0	
	Teachers	0	
Typewriter	Children	0	No Response
	Parents	0	
	Teachers	0	
Fun Box Animal Spelling Game	Children	4	100.0% 
	Parents	3	66.7%  33.3% 
	Teachers	1	100.0% 
Fairy Tale Game	Children	1	100.0% 
	Parents	0	
	Teachers	0	
Dictionary	Children	12	8.3%  41.7%  50.0% 
	Parents	10	50.0%  50.0% 
	Teachers	3	66.7%  33.3% 

216

## LEGEND:



= Percent responding "Liked it"



= Percent responding "Okay"



= Percent responding "Waste of time"

CREATIVE WRITING (PART TWO)

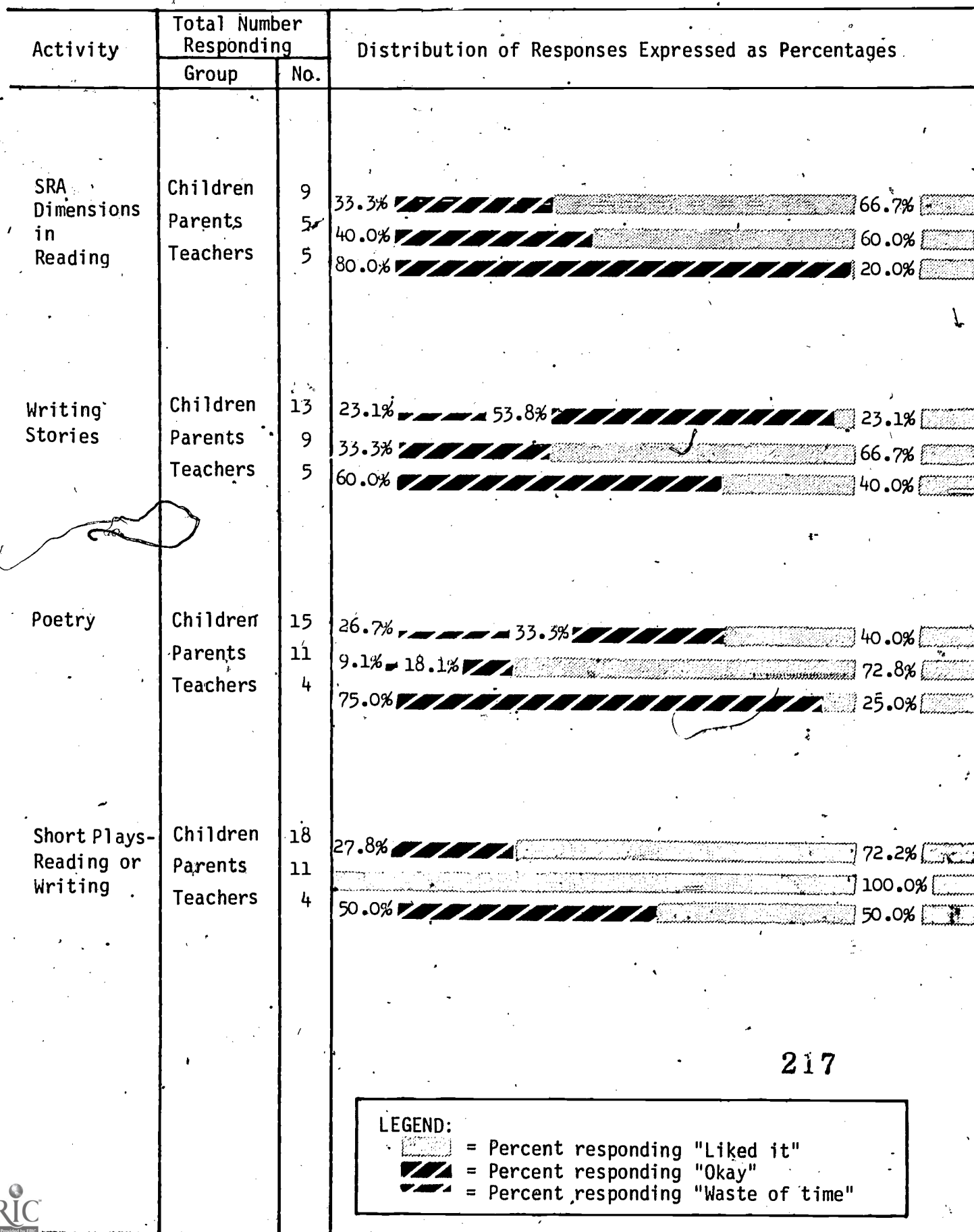


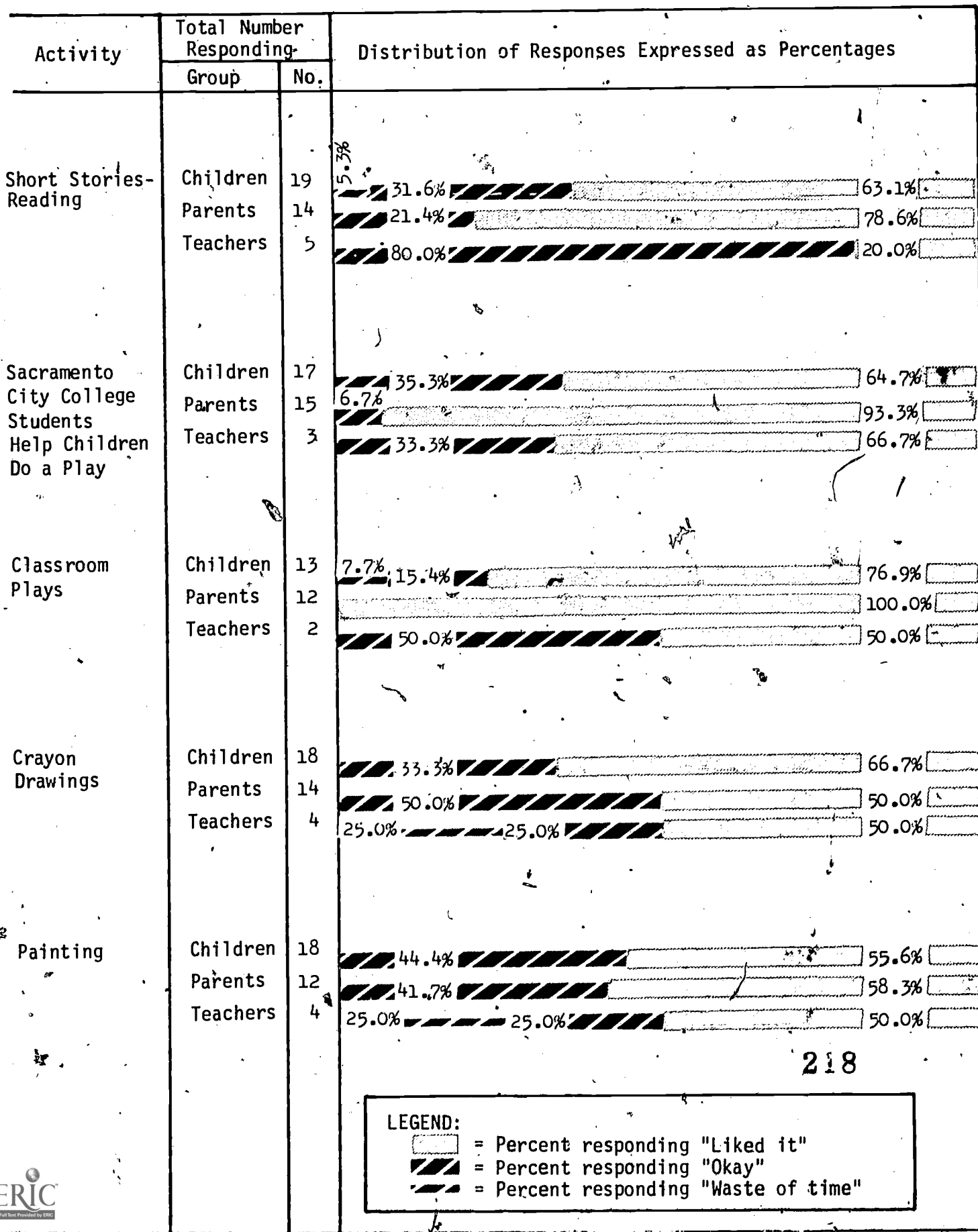


FIGURE 2C

RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE ON  
ACTIVITIES WITHIN THE STAR PROGRAM AT NICHOLAS ELEMENTARY SCHOOL

208

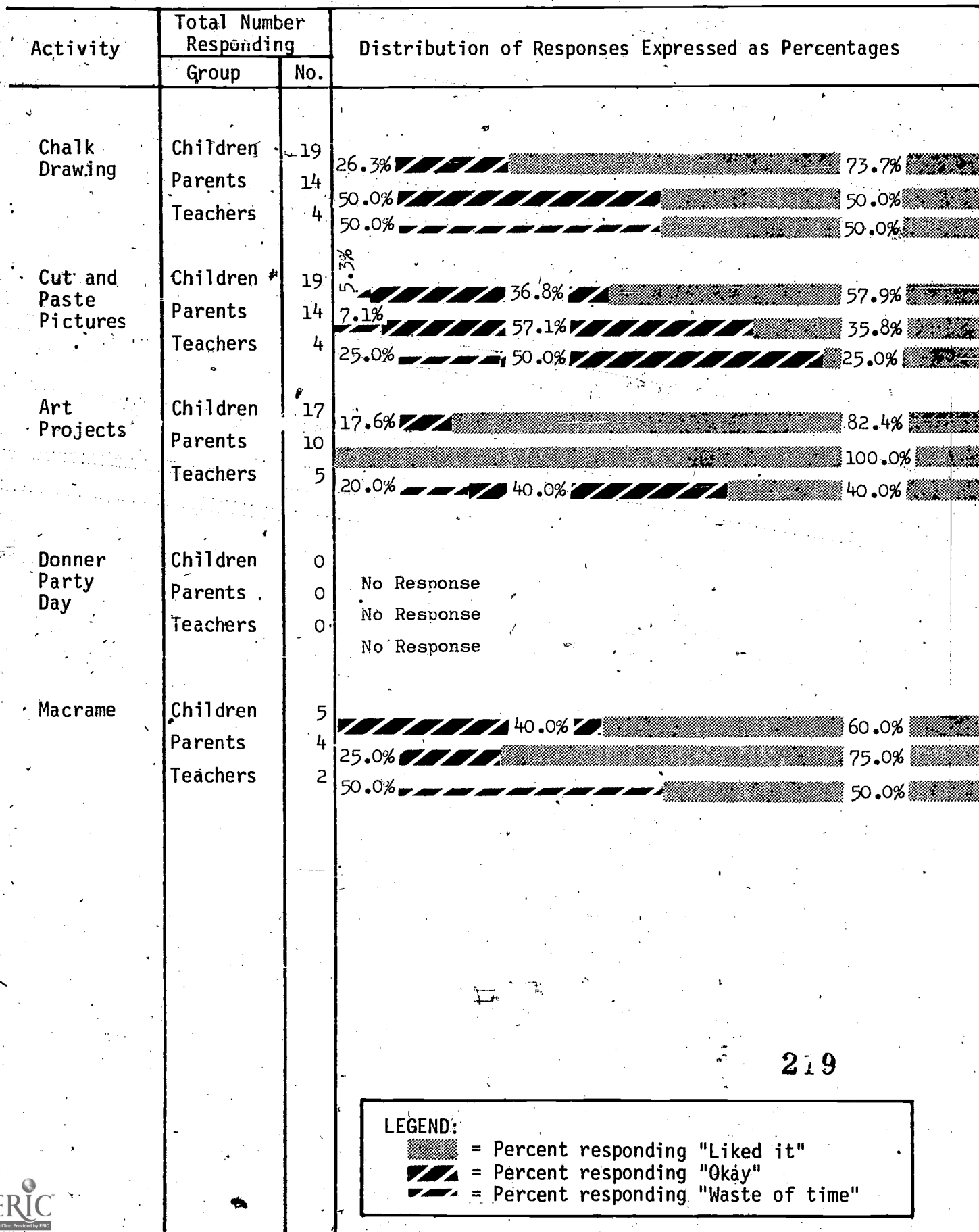
## CREATIVE ARTS AND DRAMA (PART ONE)



RESPONSES OF CHILDREN, PARENTS, AND TEACHERS TO A QUESTIONNAIRE ON  
ACTIVITIES WITHIN THE STAR PROGRAM AT NICHOLAS ELEMENTARY SCHOOL

209

## CREATIVE ARTS AND DRAMA (PART TWO)





STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

May 23, 1975

Dr. Samuel O. Kaylin  
Practicum Associate and  
Case Development  
Nova University  
3301 College Avenue  
Fort Lauderdale FLA 33314

Dear Dr. Kaylin

Mr. Charles P. Thompson has provided our Department with a copy of the Elementary School Program Guidelines for Mentally Gifted Minors at John Cabrillo and Nicholas elementary schools in the Sacramento City Unified School District. Mr. Thompson has shared each step during the development of these guidelines with our Mentally Gifted Program Task Force members.

The content areas covered in the guidelines will be a valuable addition to Department materials. They will be used as an additional resource and reference as our Task Force works with other districts throughout California.

It is always our pleasure to receive such a practical document which has been developed "in-the-field" and made available for reference purposes.

Sincerely,

William E. Webster  
Deputy Superintendent for Programs

WEW:wwe

cc: Mr. Charles P. Thompson



WILSON BILES

Superintendent of Public Instruction  
and Director of Education

STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION  
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

May 21, 1975

Dr. Sam C. Keylin  
Associate in Practice and  
Case Development  
Iowa University  
College Avenue  
Fort Lauderdale, Florida 33314

Dear Dr. Keylin:

Charles P. Thompson, principal of an elementary school in the Sacramento City Unified School District, has recently developed Elementary School Program Guidelines for Mentally Gifted Minors. In my opinion, this booklet will assist the school site personnel to implement elementary school programs for gifted children and youth.

The material, that Mr. Thompson has developed, should help the school district in assessing current programs for gifted children and in making necessary modifications in these programs.

Cordially yours,

Paul D. Florman, Ed.D., Consultant  
Gifted and Talented Education  
Management Team  
(916) 322-3776

PDF:cjd

cc: Charles A. Thompson

ADMINISTRATION BUILDING  
1610 N STREET, P.O. BOX 2271  
SACRAMENTO, CALIFORNIA 95810



JOSEPH H. LYNN  
Superintendent

May 27, 1975

Dr. Sam O. Kaylin  
Associate in Practicums and  
Case Development  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

As part of his Nova University studies for the 1974-75 school year Charles P. Thompson worked with personnel at two elementary schools in the Sacramento City Unified School District to develop an elementary handbook, titled, Elementary School Program Guidelines For Mentally Gifted Minors. After reviewing these guidelines, observing the gifted programs during this school year and talking with local school personnel and with Mr. Thompson, I believe the handbook will be most helpful for all our district elementary school personnel charged with the responsibility of planning, developing, and implementing gifted programs.

I wish to commend Mr. Thompson for producing material which will prove beneficial to young children within our school district.

Sincerely,

A handwritten signature in dark ink, appearing to read "Russell R. Kircher", is written over the typed name.

Russell R. Kircher  
Assistant Superintendent  
Elementary Schools

RRK:ps

ADMINISTRATION BUILDING  
1010 N STREET, P.O. BOX 2271  
SACRAMENTO, CALIFORNIA 95810



454-8123  
JOSEPH H. LYNN  
Superintendent

May 16, 1975

Dr. Samuel O. Kaylin  
Practicum Associate and  
Case Development  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

This letter is to inform you that the Guidelines for the Mentally Gifted Program developed by Mr. Charles P. Thompson, represent a most productive outcome of his work with the staffs of the John Cabrillo Elementary School and the Nicholas Elementary School. It has been my privilege to observe the formulation and development of the Mentally Gifted Program Guidelines throughout the 1974-75 school year. Mr. Thompson has developed the guidelines with elementary staffs in such a way that the Mentally Gifted Program guidelines incorporate thoughtful analysis of the literature as it relates to school needs. These guidelines offer direction for planning program for gifted children in elementary schools within the context of the Sacramento City Unified School District's decentralized approach. The work accomplished at the John Cabrillo and Nicholas Elementary Schools will have the potential of improving development of these programs throughout the district.

Specifically, the guidelines will provide schools with a plan of action for local decision making. Procedures are identified for developing a school-based program which includes the following necessary considerations:

1. Processes and procedures of identification in keeping with legal requirements
2. Processes and procedures for organizing program
3. Processes and procedures for staff and community involvement
4. Processes and procedures for management

The guidelines developed for the Mentally Gifted Program respond to a need for assistance in this area, as expressed by elementary school staffs in the district. They present opportunity for schools to

Dr. Samuel O. Kaylin

Page 2

May 16, 1975

include procedures to involve the community in planning program, and to organize structure for development and implementation of the program for mentally gifted minors within each school. The guidelines are generic so that each school may formulate its own plan of action; yet, they are definitive enough to give real help to all those involved in planning and implementing a program to benefit mentally gifted children. The development of these guidelines presents a real contribution and service towards meeting effective program management needs in the Sacramento City Unified School District; and, in my opinion, will result in improvement of educational program as school staffs take advantage of the assistance offered by this excellent product. In addition, the models established at John Cabrillo and Nicholas Schools will serve other schools as ideas and processes are shared.

Sincerely,

*Louise H. Leoni*  
Louise H. Leoni, Director  
Elementary Curriculum and Instruction

LHL:gl

cc - Mr. Charles P. Thompson

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

APPENDIX 28

ADMINISTRATION BUILDING

1010 N STREET, P.O. BOX 2271

SACRAMENTO, CALIFORNIA 95810



JOSEPH H. LYNN

Superintendent

May 19, 1975

Dr. Samuel O. Kaylin  
 Practicum Associate and  
 Case Development  
 Nova University  
 3301 College Avenue  
 Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

For the 1974-75 school year, it has been my pleasure to monitor the Nova University progress of Charles P. Thompson. He has spent a great amount of time in developing Elementary School Program Guidelines for Mentally Gifted Minors at John Cabrillo and Nicholas elementary schools. I believe these guidelines will prove a valuable tool to all elementary principals and teachers in our school district.

Parents in this school district will also find the following information in these guidelines:

Rationale for mentally gifted programs  
 Mentally gifted child characteristics  
 Identification procedures for the mentally gifted child  
 Program writing and Evaluation procedures

These guidelines were well planned, implemented at two schools, and evaluated in a noteworthy fashion. I am pleased with Mr. Thompson's work and wish to give him the highest recommendation for outstanding service to our school district.

Sincerely,

Vern Steyer, Coordinator  
 Mentally Gifted Minors

VS:cb

cc: Charles P. Thompson

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

APPENDIX 29

ADMINISTRATION BUILDING  
1019 N STREET, P.O. BOX 2271  
SACRAMENTO, CALIFORNIA 95810  
454-8671

JOSEPH H. LYNN  
Superintendent



May 27, 1975

Dr. Sam O. Kaylen  
Associate in Practicum and Case Development  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314

Dear Dr. Kaylen:

As part of his Nova University work Charles P. Thompson developed a set of Elementary School Program Guidelines for Mentally Gifted Minors which were used in two schools within the Sacramento City Unified School District. In my opinion these guidelines meet a real need within our district. Local school principals and their staffs can use these guidelines to develop and implement gifted programs in their schools. I am particularly impressed with the management processes given on pages 34 through 39.

At my direction each elementary principal will receive a copy of these guidelines. I am sure they will find them most useful for program development.

Sincerely,

A handwritten signature in dark ink, appearing to read "Joseph H. Lynn", is written over a horizontal line.

Joseph H. Lynn  
Superintendent

JHL:dw

# MENTALLY GIFTED PROGRAM

**ELEMENTARY SCHOOL PROGRAM GUIDELINES  
FOR MENTALLY GIFTED MINORS**

**John Cabrillo Elementary School  
and  
Nicholas Elementary School**

**Sacramento City Unified School District  
Sacramento, California  
Spring 1975**



# Sacramento City Unified School District

## Board of Education

Thomas Chinn, President  
Judy Kerri, Vice President  
Grant Bennett  
D. Jackson Faustman  
Eva S. Garcia  
William G. Rutland

## Administration

Joseph H. Lynn, Superintendent  
Fred J. Stewart, Deputy Superintendent  
Russell R. Kircher, Assistant Superintendent  
Elementary Schools  
John Cabrillo Elementary School  
Charles P. Thompson, Principal

This working draft handbook was prepared for use within the  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S  
elementary gifted program by:

CHARLES P. THOMPSON  
Principal  
John Cabrillo Elementary School

Prepared in partial fulfillment for the Ed.D.  
Degree, Nova University, Fort Lauderdale, Florida

May, 1975

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## INTRODUCTION

Gifted education in the Sacramento City Unified School District is developed and implemented at the local school site in a decentralized manner within limits prescribed by the State of California. Elementary gifted programs are prescribed and written by local site personnel, including parents, teachers, and in some cases, children offer input. The programs are designed to meet the unique educational requirements of the gifted minors within a particular attendance area. A district coordinator interprets State laws, approves local site program plans, allocates and monitors fiscal procedures, and offers program assistance through the resource teachers attached to the coordinator's office.

This working draft of program guidelines was developed to provide possible directions for elementary school site personnel when writing their mentally gifted minors program. The program samples are intended only as limited examples. The staff at each school will develop and write its own unique programs which match the educational needs of the children in that school neighborhood.

The topics discussed in this publication are presented with the understanding that they will be subject to change according to changes in district and state policies and laws. These topics are presented under seven headings: (1) rationale for mentally gifted minor programs, (2) mentally gifted minor characteristics, (3) identification of mentally gifted minors, (4) identification of culturally disadvantaged underachieving mentally gifted minors, (5) program development, (6) program personnel responsibilities, and (7) management time frame.

## RATIONALE FOR MENTALLY GIFTED MINOR PROGRAMS

It has been the practice of the Sacramento City Schools to recognize individual differences among children and to educate them in terms of their special strengths and potentialities. Children with special educational needs must have program opportunities where their physical, social and mental abilities may be nurtured and expanded.

Special educational provisions for gifted students are a logical and essential part of any total school program that provides for individual learning differences. At the school level unique programs, methods, and materials must match the unique learning abilities of mentally gifted minors. The program benefits that are desired for gifted children are those which society and its educators desire for all children: a flexible program that allows individuals to encounter appropriate, stimulating, and challenging learning experiences which are carefully tailored to their physical, social, and mental abilities. In order to provide quality learning activities in an economical manner, this flexible program must provide for the orchestration of available resources at the district, community, and state level.



## MENTALLY GIFTED MINOR CHARACTERISTICS

Terman's longitudinal study followed a large group of gifted individuals into adulthood and middle age. He found that most gifted people throughout their lives are healthy, well adjusted, and successful in their personal lives and professions. Even though elementary gifted children are generally happy and well adjusted, they differ to some degree from other children and possess identifiable characteristics which call for unique instructional-learning activities. The following are only a partial listing of a wide range of the gifted's characteristics:

1. Relishes situations which require complex problem solving.
2. Uses flexible approaches to solution of problems.
3. Understands complicated concepts and relationships.
4. Possesses an unusual amount of general information for his age.
5. Uses unusual words for his age in appropriate ways.
6. Is looked to by others for decisions.
7. Is able to realistically portray varied roles in story-telling or dramatic acting.
8. Exhibits seemingly new or original ideas.
9. Influences the activities of others.

10. Is able to laugh at himself.
11. Demonstrates understanding of concepts beyond his age level.
12. Responds quickly when asked questions.
13. Is free of nervous tension.
14. Is able to articulate ideas fluently.
15. Maintains many hobbies, interests, and activities.
16. Creates imaginative stories.
17. Possesses high degree of common sense.
18. Shows strong sense of right and wrong.
19. Works on projects and problems without close adult supervision.
20. Remembers facts accurately without special effort.
21. Achieves good grades consistently.
22. Excellent and avid reader.
23. Combines ideas and materials in unique ways.
24. Does things his own way.
25. Organizes and coordinates the activities of peers.
26. Is eager to try new activities.
27. Appears cheerful and happy.
28. Approaches all tasks in logical manner.
29. Probes beyond how and what to the why in his questioning.

30. Is self-confident.

31. Creates products of unusual character or quality.

Probably the area in which the gifted are recognized most frequently is their advanced achievement. They typically read before school entrance and by the fourth grade their thought processes are more closely allied with the average seventh and eighth graders. By high school they score on tests comparable to the average college senior. Studies indicate that the gifted are also better adjusted and more popular than the general population. They are not loners, nor are they a grinding student always studying. Gifted children perform well in community groups, such as student government, and they also perform well in athletics. The total impression is students who perform well above average in many areas, and do so with ease.

---

## IDENTIFICATION OF MENTALLY GIFTED MINORS

The process for the identification of mentally gifted minors is stated in the California Administrative Code, Title V. The Sacramento City Unified School District's procedures, as outlined in this section, follow the Title V regulations which state in part: "The identification shall be based upon a developmental case study made by an identification and placement committee of all pertinent evidence as to a pupil's general intellectual and scholastic capacity (including but not limited to a complete screening and nominating form and psychologist's summary and evaluation). The committee shall consist of the school principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the district employee responsible for making the identification." See Appendix, Page 73, Administrative Code (CAC) Title 5.

### Formal Identification Procedures

The following seven procedures will assist school personnel in planning for the identification of elementary gifted children:

1. Children who school personnel wish to refer to the school psychologist to determine their individual test score eligibility for the mentally gifted minors program should be screened by the teacher and/or principal with the following instruments. The parents should be consulted before the screening process.
  - a. Kindergarten-Placement Level 3. Use the TIP Scale or teacher judgment. See Appendix, Page 80.
  - b. Place Level 4-6. Use Slosson Intelligence Test.
2. Referral for a full scale individual intellectual test may be done after the screening process. If a screened child attains a 105 + TIP Scale score or a 132 I.Q. Slosson score, then the teacher may refer the child for individual testing by the school psychologist on Form PPS5, Request For Pupil Personnel Services. See Appendix, Page 95. The parents signature must be obtained on this form.
3. The school psychologist will determine which of the following state approved intelligence tests to administer after consulting with the teacher and/or principal.

Binet (most commonly used)  
WPPSI  
WISC  
WAIS  
Leiter

7

To qualify for the mentally gifted minors program a child must score at the 98th percentile or above on any of these tests.

4. The school psychologist will report the results on Form SE37. See Appendix, Page 96. These results will be explained to parents at a parent conference with the principal present, and to the school on Form SE37. This form should be filed in the child's continuous record.
5. A developmental case study of each eligible child must be made by the identification and placement committee. Their findings are reported on Form SE47, Admission Committee Report For Mentally Gifted Minors. See Appendix, Page 97.
6. The principal will secure the parents' permission to place the child in the mentally gifted minors program by having them sign Form SE40, Record of Parent Conference. See Appendix, Page 98.

It is advisable for the principal and psychologist to conference with the identified child's parents when they sign Form SE40. The purpose of the conference is to indicate to the parents their responsibility in the total education of their child, and to inform them of the local school sites mentally gifted minors program. There are at least five items that may be discussed:

- a. The local schools gifted program.
- b. The procedures to identify gifted minors.

- c. The district's total gifted program.
  - d. Summer school options for gifted minors.
  - e. Ways in which parents may help their child.
7. The child may participate in the gifted program if steps one through six have been accomplished.

**Culturally Disadvantaged Underachieving  
Identification Procedures**

The following steps list the identification procedures for the culturally disadvantaged, underachieving child in outline form. Identification procedures are fully stated in the California Administrator Code, Title V. See Appendix, Page 73.

1. The Identification and Placement Committee will study and indicate the types of cultural disadvantages that have caused restricted intellectual development:
  - a. Language
  - b. Cultural
  - c. Economic
  - d. Environmental.
2. The following items shall be considered by the committee when studying the underachieving, potentially gifted child:

- a. Whether the child could achieve at the upper two percent (98th percentile) level were it not for his cultural disadvantage.
  - b. Test scores that demonstrate discrepancies between I.Q. and achievement scores.
  - c. All school records.
3. The committee will consider the following criteria for gifted cultural underachievers. In a reasonable time, with appropriate curriculum modification, student's performance would be similar to regularly identified mentally gifted minors. Judgment is to be based on one or more of the following factors:
  - a. Early precocious development.
  - b. Outstanding scholastic accomplishment at any one time.
  - c. Unusual resourcefulness in coping with responsibilities.
  - d. Outstanding achievement, skills or creativity.
  - e. 98th percentile on nonverbal (performance) portion of an individual intelligence test.
4. The committee may use the evidence from the San Mateo Culturally Disadvantaged Underachieving Mentally Gifted Minors Scale to assist in determining mentally gifted minors placement within the program. See Appendix, Page 99.
5. The committee report shall specify the disadvantage or disadvantages to which the pupil is subject.



### Developmental Case Study

According to the California Administrative Code, Title V, Chapter 3, Article 1, section 3831(b) "A developmental case study is maintained for each pupil placed in the program." A separate developmental case study folder for each mentally gifted minor may be maintained in the teacher's classroom or in the school office. For further information (see the Mentally Gifted Minors Program Case Study Form, Appendix, Page 103.

## PROGRAM DEVELOPMENT

### Qualitatively Different Program

A qualitatively different program will be provided for identified gifted minors for a total of 200 minutes per week.

The Title V Administrative Code of California defines a qualitatively different program as follows:

"Chapter 3, Article 1, (d) The program is qualitatively different from other school programs of the district because it meets the specific academic needs and requirements of Mentally Gifted Pupils, . . ."

The intent is to provide a program for gifted children which is measurably different than the regular program offered to children not identified as gifted.

### Writing The Local School Program

A qualitatively different program will be written at the local school level and be submitted to the coordinator of the mentally gifted minor programs. The program will include at least the following items:

1. Program and learner objectives.
2. Activities of instruction and learning, along with necessary materials and facilities.
3. A description of how the activities are qualitatively different.
4. The evaluation process.

One through four program items will be written on district forms that appear in the Appendix, Page 105. The written plan may be accomplished as a joint effort of representatives from parents, teachers, administrator(s), and, in some cases, students at each school site.

To organize the writing of the program, it is necessary to consider certain topics. These topics are discussed under eight headings: parent involvement, types of programs, staff development, goals and objectives, activities, evaluation, budget, and resource materials.

#### Parent Involvement

It is advisable for the administrator of the local school site to constitute a School Advisory Mentally Gifted Minors Committee. The function of this committee will be to assist in developing, implementing, and evaluating the gifted program.

Early in the school year the advisory committee will meet with all parents of identified children. The purpose of this meeting is to provide program information and to receive input from the parents.

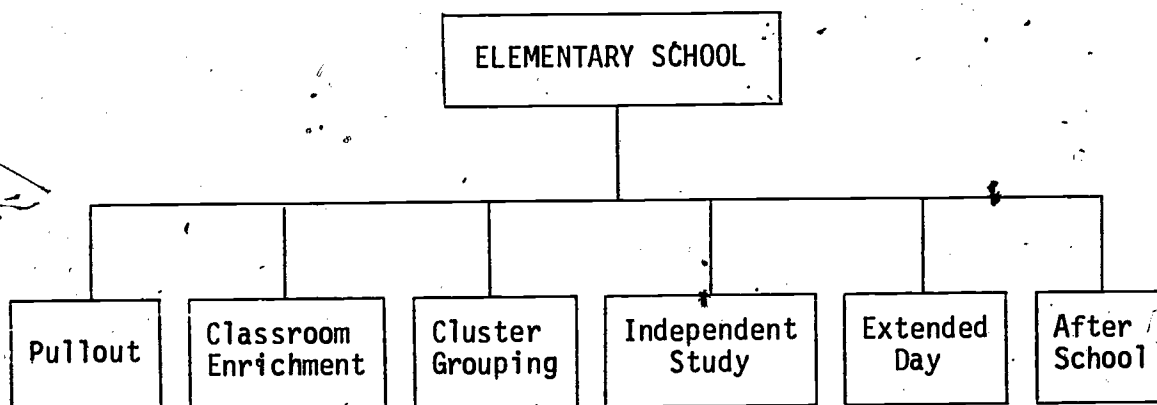
At least one other meeting during the school year should be held between parents and advisory committee to evaluate the program. If this meeting is held late in the year, parental evaluation will assist in program development for the next school year.

News letters to parents during the school year help keep families aware of various learning activities. See a sample news letter in the Appendix, Page 106.

### Types of Programs

One of six types of elementary mentally gifted minors programs may be developed at each school. The one that is developed will depend upon the program and learner objectives that site personnel and the advisory committee consider important.

The gifted elementary programs are summarized on Chart I. Some of these programs will have overlapping activities and are not discrete programs.



1. Pullout Program. Gifted children come from their regular classroom for special instruction and learning activities by a designated teacher. This may include a structure of different learning experiences:

- a. Mini courses.
  - b. Special class, e.g. foreign language.
  - c. Special projects.
  - d. Individual contract learning for projects, research, and reports.
  - e. Media-center activities.
  - f. Consultant speaker or demonstration.
2. Enrichment Within The Classroom. Enrichment activities are varied. A sampling is as follows:
- a. Individual contract learning by projects, research, and reports.
  - b. Learning centers.
  - c. Consultant speakers or demonstrations.
  - d. Student demonstrations.
3. Cluster Grouping. Children from one grade placement level may be clustered within one classroom for the total year, or they may be clustered in a particular classroom for a mini course of a few days or weeks duration. The advantages of this type of program are as follows:
- a. Cluster grouping may facilitate communication and learning.
  - b. It allows for utilization of the special talents of a staff member or a community resource person.

4. Independent Study. Some gifted elementary children may be ready for an in-depth study of a particular interest area or subject. The Independent Study will be contractual in nature, specifying the learning objectives, materials, activities, and the products that the child will develop. Examples of Independent Study areas are stated:
  - a. Metrics.
  - b. Politics and government.
  - c. Particular science interest.
  - d. Other subjects or interest areas.
5. Extended Day Program. Children may come early or remain after school for specialized learning. On specified days, all identified gifted children will come early and remain until the late reading class is dismissed. The learning areas under this type of program may be similar to the Pullout Program.
6. After School Program. Enrichment activities are scheduled after regular school hours. The after school hours may be on week nights or weekends, when resource personnel are available. A sample of the learning areas under this type of program may be stated as follows:
  - a. Computer technology.
  - b. A particular science interest.
  - c. A political interest.
  - d. A community interest.

- e. An interest club.
- f. Family activities under the direction of the school to participate in a study about the performing arts, or ecology, or recreation, and other interest areas.

### Staff Development

In order for the mentally gifted minors program to succeed, it is important for school staff members to have a positive attitude toward the program and a basic understanding of the theory and operation of it. (When writing the program it is necessary to state staff development activities that will assist school personnel to gain new understandings.) The coordinator of the gifted programs, local school site personnel, and parents should develop and implement an inservice education plan. The plan should include at least six components.

1. Rationale for special programs for mentally gifted minors.
2. Characteristics of mentally gifted minors.
3. Identification of mentally gifted minors.
4. Writing and implementing classroom programs for mentally gifted minors.
5. Instructional materials and methods for mentally gifted minors.
6. Evaluation of mentally gifted minors program.



## Goals and Objectives

District Goals. The district student instructional goals may be used as reference points from which more specific mentally gifted program objectives may be developed. The district goals are as follows:

- To develop the basis skills of reading, writing, speaking, listening, and computing, and to apply these skills to life situations.
- To develop a positive self-image and a sense of worth, self-discipline, a desire to learn, and a feeling of success.
- To develop the full potential of each student in relation to his ability.
- To develop a pride in one's own culture and an appreciation and understanding of the contribution of all cultures.
- To create an awareness of a wide range of career opportunities, and to enable the student to develop employable skills and/or continue his education beyond Grade 12.
- To develop an understanding of the democratic process and the ability to operate effectively as a responsible member of our society.
- To encourage an understanding of the past, to identify with the present, and to develop competence to meet the future with flexibility.
- To develop habits of physical fitness, health, and safety.

- To develop an appreciation of the fine arts, and to provide opportunities to acquire basic skills in this area.
- To develop an interest in a variety of leisure-time activities.
- To develop an understanding of and an ability to practice the skills of family living.
- To develop a respect for the world's natural resources, and an understanding of the responsible care of the earth and its environment.
- To develop ability in problem solving, decision making, critical thinking, and skills in communicating ideas and feelings effectively.
- To develop an understanding of the physical and natural sciences.
- To develop sportsmanship and fair play in all activities.

Program Objectives. A local school will probably wish to develop only four or five program objectives. The following list is a sample of broad program objectives; however, they may be translated into learner objectives:

- To provide academic learning activity opportunities for the gifted child to acquire and develop problem solving and critical thinking skills.

- To promote the application of cognitive knowledge by providing the gifted child opportunities to participate in learning activities which require the use of higher levels of knowledge. Bloom's Taxonomy of the Intellect, 1956.
- To provide the gifted child opportunities to acquire the ability to analyze and synthesize ideas by providing learning activities which require the child to solve problems using the scientific method.
- To provide learning activity opportunities for the gifted child to acquire positive affective feelings about himself and others, as described by Krathwohl, 1964.
- To enhance the creative and self expressive potential of the gifted child by providing learning activity opportunities in art, drama, literature, music, science and other areas.
- To provide learning activity opportunities for the gifted child to develop, add to, and acquire leadership skills.
- To provide direct personal opportunities for the gifted child to gain a wide range of career knowledge from community workers and professionals.
- To promote the acquisition and use of communication skills by providing the gifted child the needed learning activity opportunities.
- To provide learning activity opportunities for the gifted child in order to increase his awareness of the community's interdependence.

Learner Objectives. Specific measurable learner objectives are developed to tell what learning will take place, to what level it will occur, and under what conditions it will take place. A sampling is presented:

- 75% of identified children will participate in a math project requiring the use of problem solving and critical thinking skills. Objective will be measured by each individual's completed project, certified by the classroom teacher by May, 197-.
- By May, 197-, 80% of the identified children will demonstrate growth in creative writing by writing one original story, poem, and puppet play that is appropriate for each child's ability. Objective to be certified by teacher.
- By May, 197-, 30% of the identified children will have used the enrichment center materials to do an independent study unit. Objective to be certified by teacher.
- By May, 197-, 75% of the identified children will be able to use a microscope and know all of its parts. Objective to be certified by teacher.
- By May, 197-, 100% of all identified children attending the Star Center (enrichment area) will complete a minimum of two art projects using four different medias.
- By May, 197-, 75% of the identified children will demonstrate creative talents by writing one original story, one newspaper article, one stanza of poetry, and by creating one original piece of art form that is commensurate with the child's ability. Objective to be certified by teacher.

- By May, 197-, 75% of the identified children will improve their attitudes and relations with others by participating in a study of different cultures. Objective will be measured by a pre and post affective test and by teacher certification.
- By May, 197-, 75% of the identified children will acquire the following critical thinking skills: analysis, influence, deduction induction, and evaluation. These skills will be demonstrated by children's correct use of the materials titled the Critical Thinking Programs. Objectives to be certified by the classroom teacher. See Appendix, Page 41, for additional program objectives and activities.

### Learning Activities

The activities are tasks children perform in order to acquire the learning stated in the objectives. They can be developed through peer group, teacher-pupil interaction, or through self selected independent learning opportunities. It is important that they are defined in writing. Possible activities might include:

- Write a mathematics puzzle book.
- Make a mathematical model to demonstrate the Pythagoras Theorum.
- Write a story about one of your dreams.
- Write a dialogue for a happy baby walrus puppet and his mother.

- Make a heart model and define in writing its operation, strengths, and weaknesses.
- Create a free art form using clay, paint, glaze, and a kiln.
- Analyze a magazine story by indicating how the author held the reader's interest: his use of exciting words, characterization, suspense, dialog, plot. By your description of the story plot, indicate story elements that held your immediate attention. List and write about other story analyzation methods.
- Select, develop, and implement a school project that will assist children, teachers, parents, or neighbors around your school to live happier or safer lives.

An explanation of the ways in which the activities are qualitatively different must be stated in the written plan.

Explanations may include, but not be limited to, the following categories:

1. Resources (monies, people, supplies and equipment) not available to the regular school program.
2. Curriculum content is above (accelerated) the regular school program.
3. Curriculum content is advanced beyond the regular school program content.
4. Abstract ideas and concepts presented are not part of the regular school program.

5. The child selects an in-depth study about a subject not part of the regular school program.
6. The child acquires and applies higher level cognitive processes toward solving a problem or developing solutions to existing situations.

### Evaluation

If the objectives are spelled out in behavioral detail, the methods of evaluation should be easy to develop. Site personnel will develop evaluation processes during the program development stage, monitor the program as it progresses, and assess the program after it has ended. These processes will specify what criteria will be used to assess the total program.

Not only is it necessary to assess the program, it is also important to determine how children, parents, and teachers view it. Their perceptions may indicate a need for maintaining, adding, or deleting different program components. Finally, data must be examined to determine the recommendations that will be made for next year's gifted program. See Appendix, Pages 108 and 109, for implementation and product evaluation forms.

### Budget

Mentally gifted minor funds are allocated to elementary schools, on a per pupil basis, after school plans have been approved by the gifted program coordinator. The budget allocations appear on the district computer printouts for each school beginning in October. Budget categories are for substitute teachers, certificated salary-temporary, classified salary-temporary, consultant-outside services, supplies, field trips, equipment, and other categories designated by the local school site personnel with the approval of the coordinator. See Appendix, Page 110, for budget forms. Budget expenditures during the school year must be approved by the coordinator. All warehouse store supplies and purchase orders should be sent to the coordinator's office for approval. The coordinator will send all approved expenditures on to the district business services office.

### Circulating Library Gifted Materials

The gifted programs coordinator maintains a circulating library of gifted program materials. School site personnel may check these materials out for classroom use.



## PROGRAM PERSONNEL RESPONSIBILITIES

Tripartite personnel responsibilities exist for the gifted program development, implementation, and evaluation at the district level, the local school site level, and the individual classroom level.

Pictorially these responsibilities may be represented as follows:

### RESPONSIBILITY LEVELS

District	Classroom	Local School
Mentally Gifted Coordinator	Children	Total School Staff
Assistant Superintendent Special Services	Teacher	Parents
Assistant Superintendent Elementary	Resource Teachers	Principal
Psychologist		Community Resources
Staff Training	Parents	Advisory Committee
District Advisory		
Research Office		

Personnel responsibilities are not necessarily separate, although certain responsibilities may be discrete. The dotted lines on the boxes indicate that some responsibilities are shared.

#### Mentally Gifted Minors Program Coordinator

The following activities are the responsibility of the coordinator:

1. Understand and disseminate legal guidelines to all three levels.
2. Review local school program plans to insure state compliance.
3. Develop district program plans to be submitted to the state.
4. Develop district gifted program budget and allocate funds for local school budgets. Keep an up-to-date listing of identified children.
5. Assist school personnel with program development and implementation.
6. Keep current with gifted literature and trends. Disseminate this information.
7. Advise Staff Training Services Department of needed personnel training.
8. Cooperate with Research and Development Office personnel for needed program evaluation.

### Resource Teachers

1. Work with local school personnel to develop program plans.
2. Be aware of gifted literature and instructional materials in order to provide local school leadership.
3. Provide community resource information to local school personnel.
4. Facilitate communication of exemplary program learning activities between district schools.
5. Assist local school personnel with their program evaluations.

### Assistant Superintendent Special Services

The following activities are the responsibility of the Assistant Superintendent:

1. Approve district plans and budget submitted by the coordinator.
2. Provide program leadership when necessary.

### Assistant Superintendent Elementary

1. Provide instructional leadership as necessary.

### Psychologist

The following activities are the responsibility of the psychologist:

1. Understand district's and local school's program plan.
2. Administer individual tests.
3. Conference with parents, teachers, and principal regarding each referral.
4. Provide local school training on how to screen potential referrals for individual testing.
5. Provide input to local school advisory committee.

### Staff Training Specialist

The following activities are the responsibility of the specialist:

1. Work with the gifted program Coordinator to develop needed district personnel training and education.
2. Work with local school principals and staffs to develop yearly staff development learning activities.

### Research and Development Personnel

The following activities are the responsibility of the research personnel:

1. Work with the gifted program Coordinator to develop the necessary district and school level evaluation plans for the year.

### Children

1. Selected mentally gifted minor children will be asked to participate in the deliberations of the advisory committee.

### Classroom Teacher

The following activities are the responsibility of teachers:

1. Acquire an understanding of the gifted program rationale.
2. Assist with the identification of mentally gifted children by screening and referring children for individual testing.
3. Become knowledgeable about program services and use them for instructional purposes.
4. Work with other teachers, parents, and children of the advisory committee for program development, implementation, and evaluation.
5. Develop yearly program plans for identified children in her/his classroom in line with the local school program plan.
6. Maintain case study material for all identified children in her/his classroom.

### Total School Staff

The following activities are the responsibility of the staff:

1. Become knowledgeable about program rationale, characteristics of gifted children, identification of gifted children, and writing instructional-learning program objectives. Provide classroom instruction.
2. Serve on the local school's Mentally Gifted Minors Advisory Committee.
3. Cooperate with the teacher, volunteer parent, or district employee who coordinates the instructional-learning community and school resources.

### Principal

The following activities are the responsibility of the principal:

1. Become knowledgeable and be able to translate to parents, children, and staff members state regulations and district rationale for the program needs of gifted children. Also correlate this program with the school's total program.
2. Chair the Mentally Gifted Minors Advisory Committee at the local school. Develop a process whereby parents, children, and teachers may participate on this committee.
3. Be aware of all program services and as many instructional materials as possible, in order to offer instructional program ideas to teachers, parents, and children.

4. Be responsible for seeing that all student referrals by teachers for individual testing are processed.
5. Work with school psychologist after individual testing to arrange for parent conferencing regarding testing. If the child qualifies, explain the schools mentally gifted program in detail, and obtain parental consent for the child's program participation.
6. Maintain an up-to-date program budget and an up-to-date listing of all identified children.
7. Develop necessary schedules and provide program facilities and materials.
8. Work with staff and advisory committee to develop, implement, and evaluate the program.
9. Submit a program plan each year to the Mentally Gifted Minors Program Coordinator.
10. Work with the program coordinator, staff training, and research personnel to provide needed services.
11. Arrange for community resource personnel to participate in the instructional process.

#### Community Resources

1. Parents of identified children are a valuable instructional resource possessing knowledge and skills, and should be encouraged to contribute to the instructional-learning program.
2. All parents of identified children should assume the responsibility of attending the gifted meetings and of offering their services to the instructional-learning program.

3. Business, industry, and community service organizations often provide valuable resource contributions to the instructional-learning program.
4. One parent volunteer at each school is needed to organize all community resources for the instructional-learning program.

#### Mentally Gifted Minors Advisory Committee, Local School

This committee may consist of parents, children, and teachers.

The following activities are the responsibility of this committee:

1. Members will assist with program planning, implementation, and evaluation procedures, including the writing of the program plan.
2. Staff Training activities will be suggested by the members of this committee.
3. Community resources will be identified by this committee.
4. Committee members will be aware of state regulations and district-local school program rationale and objectives in order to be an effective advisory committee member.



## MANAGEMENT TIME FRAME

Where are you? At this point you have read about the need for gifted programs, the characteristics of elementary gifted children, the identification procedures to qualify children for gifted program placement, how program development and writing the school program take place, and the people responsible for the program.

Where do you go from here? There are defined tasks that must be accomplished according to your own devised time schedule that will assist in developing and implementing a gifted program. A suggested activity-personnel-time schedule is presented on Page 35. This schedule will have to be adapted to each school's unique circumstances. It is based on the assumption that the school does not have a gifted program and is in the initial stages of program planning. It further assumes that the mentally gifted minors have been identified.

ActivityAccountable PersonnelTime Schedule

Meet with the school staff.

Purpose: To discuss rationale for gifted education, gifted characteristics, writing classroom and school programs, instructional-learning methods, evaluation, and staff responsibilities.

Principal  
School Staff  
Coordinator and/or  
Resource Teacher  
Inservice Personnel  
Research Personnel

October 197-  
January 197-

Meet with all the identified children and parents.

Purpose: Present a plan about how the home and school may work together to develop a gifted program for the following school year.

Principal  
School Staff  
Coordinator and/or  
Resource Teacher

February 197-

Establish a School Advisory Committee.

Purpose: To give program direction, assist in writing the program, help garner resources, and assist in implementing and evaluating the program.


Principal  
Selected or Elected  
Parents, Staff Members,  
and Children.  
Other District Personnel  
Determined by the  
Principal, e.g.  
Psychologist, etc.

February 197-

Write goals, program objectives, and learner objectives.

Principal  
School Advisory  
Committee  
Coordinator and/or  
Resource Teacher

February 197-  
March 197-

<u>Activity</u>	<u>Accountable Personnel</u>	<u>Time Schedule</u>
Decide on type of program that will match the school's goals and objectives.	Principal. School Advisory Committee	March 197-
(Present goals and program-learner objectives to total school staff. Purpose: To receive staff reactions.	Principal School Advisory Committee Coordinator and/or Resource Teacher	March 197-
Present goals and program-learner objectives to identified children, their parents and to total school staff. Purpose: To receive parental-family reactions.	Principal School Advisory Committee	March 197-
Revise goals and program-learner objectives as a result of parent-child and staff input.	Principal School Advisory Committee	March 197- 
Write program activities that match the revised goals and objectives.	Principal School Advisory Committee Coordinator and/or Resource Teacher	April 197-
In a written report describe how the activities are qualitatively different.	Principal School Advisory Committee Coordinator and/or Resource Teacher	April 197-

<u>Activity</u>	<u>Accountable Personnel</u>	<u>Time Schedule</u>
Develop and write evaluation processes.	Principal School Advisory Committee Research Personnel Coordinator and/or Resource Teacher	April 197-
Identify and list, in writing the resources needed - people, money, equipment, and materials to implement the program.	Principal School Advisory Committee	April 197-
Develop and write two budgets. (1) Budget for the desired program with identified needed resources. (2) Budget for the possible program in terms of available district and state resources.	Principal School Advisory Committee	April 197-
Present goals, objectives, activities, evaluation processes, and budget to all parents/children and staff. Purpose: (1) To receive final reactions. (2) To explain the resources needed - people, money, and equipment.	Principal School Advisory Committee School Staff Parents and Children Coordinator and/or Resource Teacher	May 197-

<u>Activity</u>	<u>Accountable Personnel</u>	<u>Time Schedule</u>
(3) Have parents/children volunteer as people resources.		
(4) Have parents take on responsibility for raising any needed program funds or community resources.		
Revise written program in terms of contributed volunteer resources and available district-state funds.	Principal School Advisory Committee	May 197-
Write staff/parent/child inservice plans to support the program.	Principal School Advisory Committee	May 197-
Choose a parent and/or teacher program coordinator.	Principal School Advisory Committee	May 197-
Meet with school staff, children, and parents to review the developed and written program plan and budget.	Parent and Teacher Coordinator Principal School Advisory Committee Coordinator and/or Resource Teacher	September 197-
Implement program plan:	Parent and Teacher Coordinator School Staff Principal School Advisory Committee	September 197-

ActivityAccountable PersonnelTime Schedule

Revise program in terms of implementation and process evaluation throughout the year.

Parent and Teacher Coordinator  
School Staff  
Principal  
School Advisory Committee

September through May 197-

Evaluate program at end of school year in terms of written evaluation plan and product evaluation results.

Parent and Teacher Coordinator  
School Staff  
Principal  
Children  
Parents  
School Advisory Committee

April through May 197-

Rewrite the next year's program in terms of the process and product evaluation, plus child, parent, staff, and district perceptions of the program.

Parent and Teacher Coordinator  
School Staff  
School Advisory Committee  
Other Selected Personnel

April through

APPENDIX

PROGRAM OBJECTIVE

To provide direct personal opportunities for the gifted child to gain a wide range of career knowledge from community workers and professionals.



## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 Gifted elementary children will have the opportunity to gain prime source career knowledge through direct personal contact with professional workers and members of various occupations. 65% of the children will have at least 2 community contacts with workers or professional personnel.	1.1 Field trips to Refuse Plant Medical Facilities Business Offices Agri-Businesses Aero-Space Transportation Community Services Police Department Fire Department Recreation Department Hall of Justice etc.	- Purpose of this activity is for an in depth study so each child may develop information to develop career brochures that will be disseminated to all other gifted children.	1.11 Each child's produced brochure and teacher certification.
1.2 Field trip preparation and follow-up for what to look for and to learn what to do about the knowledge gained.		- Field trip career preparation and follow-up not available in regular program.	1.21 Child's written log of preparation and follow-up plus teacher certification.
1.3 Selected students will spend a day on-the-job-location with personnel from various careers.		- On-the-job-location not part of the regular program.	1.31 Child's written log or activity and teacher certification.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.4	Literature will be gathered by students describing career opportunities.	<ul style="list-style-type: none"><li>- The regular elementary program does not provide for this activity.</li></ul>	1.41 Each child will make a display of his/her collected literature and teacher certification.
1.5	Career personnel of the community will be interviewed by the students.	<ul style="list-style-type: none"><li>- Elementary children do not have this learning activity in the regular program.</li></ul>	1.51 Child's written interview log plus teacher certification.
1.6	With the information each student acquires they will develop a list of five interesting occupations and write a description of each one in brochure form. All gifted children will exchange brochures <del>as</del> each child will receive all information.	<ul style="list-style-type: none"><li>- This activity not available in the regular program.</li></ul>	1.61 Each child's 5 produced brochures and teacher certification.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.7 A student career expo will be implemented so other children may obtain career information from the gifted children.	- A learning activity of this nature is not available in the regular program.	1.71 The career expo will serve as evidence plus teacher certification.	

PROGRAM OBJECTIVE

To provide learning activity opportunities for the gifted child to increase his awareness of the community's interdependence.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 Placement Level 3-6 gifted children will have the opportunity to increase their awareness of their community. 75% of the children will develop a community analysis consisting of a diorama or other model display and a written description of the community display describing the elements that characterize their selected section of the community by May 1, 197-	1.10 Study telephone directory for classification of businesses or services.  1.11 Choose a single business classification or service.  1.12 Classify the business of service by location, product goods, services, number of employees, franchise or self employed or other criteria.	- These learning activities are in addition to the regular classroom learning activities.	1.10.01 Teacher certification.  1.11.02 Teacher certification.  1.12.03 Exhibited classification lists and teacher certification.
281	1.13 Develop questions about economics, environment, social services, political implications, location, zoning, traffic patterns, and other that affect the business or service.		1.13.04 Exhibited question list and teacher certification.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.14	Write letters to selected classification of business or services asking developed questions.	- These learning activities are in addition to the regular classroom learning activities. They are sociology activities that are accelerated for children of this age.	1.14.05 Exhibited written letters and teacher certification.
1.15	From letter responses select example business or services and write follow-up letter asking for a field trip to the establishment.		1.15.06 Exhibited business reply letters and teacher certification.
1.16	After visiting 5 classifications of businesses or services, make lists of elements that distinguish one classification from another classification.		1.16.07 Exhibited classification elements and teacher certification.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.17	Have a sociologist, political scientist, psychologist, and other professors from local colleges and universities assist with element description of community classifications.	- These learning activities are in addition to the regular classroom learning activities. They are sociology activities that are accelerated for children of this age.	1.17.08 Certification by assisting professor and teacher.
1.18	Classifications are developed to distinguish one community from another and how communities may or may not depend on each other for services or products. Pupil diorama models and written reports will reflect the community classification elements.		1.18.09 Exhibited pupil diorama models and written reports and teacher certification.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
	1.19 Community products and services dis- plays fair arranged at the school by the students to demonstrate the elements that com- prise a community.		1.19.10 The exhibi- tion of the fair and signature log of people in attendance. Also teacher certification.



PROGRAM OBJECTIVE

To provide learning activity opportunities for the gifted child to acquire positive affective feelings about himself and others as described by Krathwohl, 1964.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 Gifted elementary children will be provided appropriate opportunities to acquire positive affective feelings about themselves and others as described by Krathwohl (1964) Affective Domain. 85% of the gifted children will learn about other countries, ethnic backgrounds, and how people relate with one another by May 1, 197-.	1.1 Children in each classroom will select different cultures, countries or ethnic backgrounds as a study unit.	- This activity will be outside of the regular prescribed curriculum or accelerated beyond it.	1.1 Evidence will be displays within the classroom of gifted children and teacher certification.
1.11 Community resources people will participate from minority and majority cultures.	- The children will be responsible for identifying potential community resources from other cultures, countries, and/or ethnic backgrounds.		1.11 Children write letters to obtain resources and teacher certification.
1.12 Community participation will be by speakers, performers, knowledgeable crafts people, and consulate personnel.	- Community resources of this nature are not used to any great extent in the regular program.		1.12 Teacher record of resource speaker.
1.13 Cultural art forms will be examined and original ones will be produced by the children.	- Artist specializing in a cultural art forms are not usually available to schools.		1.13 Children's art forms will be displayed and teacher certification.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
	1.14 Cultural foods and cooking will be demonstrated and children will participate in the cooking process.	- The cooking of a culture's food is not part of the regular curriculum and will be presented community culture members.	1.14 The cooked food will be certified by the teacher.
	1.15 Cultural clothing will be demonstrated and made by the children.	- Community resource personnel will assist who are not part of the regular school program.	1.15 Clothing produced by the children will be displayed and certified by the teacher.
	1.16 Cultural and ethnic customs, habits, and attitudes will be studied with the assistance of a learning psychologist and people of different backgrounds.	- These types of personnel are not available in regular classrooms.	1.16 Children will demonstrate understanding by producing a cultural-ethnic program for the school children and parents and by teacher certification.

PROGRAM OBJECTIVE

To promote the acquisition and use of communication skills by providing the gifted child the needed learning activity opportunities.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 Identified gifted students will have the opportunity to develop their communication skills. 50% of the children will develop plans and strategies to appear before civic groups and school organizations and actually make the appearances for a particular project interest by May 1, 197-.	1.1 Students will survey the community and list possible civic groups and school organizations that have community improvement goals.	- This type of activity not part of regular curriculum. Community civic leader will assist students in identifying organizations.	1.11 Copy of written survey results and teacher certification.
	1.2 Key figures in the community organizations will be listed for possible contacts.	- Students of this age do not do this activity in regular program.	1.21 List Copy of Key figures and teacher certification.
	1.3 Letters of introduction will be developed by the students.	- Content of this type of letter not part of curriculum.	1.31 Copies of letters and certification.
	1.4 Letters will be sent with a telephone follow-up by students to organizations.	- Children of this age do not have this type of program activity.	1.41 Copies of letters and teacher certification.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.5 Children with particular community improvement interests will be matched with particular service organizations.	- Activity not part of curriculum.		1.51 Teacher certification on a check list of community organizations.
1.6 Students will develop a speech related to their community interest proposal.	- The in-depth study is not part of the regular program.		1.61 Written speech and teacher certification.
1.7 Students will appear before the community organization and speak re: their interest.	- This activity is not part of the elementary program and children will need guidance from selected community leaders.		1.71 Appearance of students before community organization and teacher certification.
1.8 Members of the organization will be conducted on tours related to the students' community interest talk.	- Students of this age do not do this type activity.		1.81 Conducted tour and teacher certification.

## WRITTEN PLAN, SAMPLE

Evaluation Process for reporting progress toward achievement of learner objectives.

Ways in which activities are qualitatively different.

Examples of Activities (including materials)

Learner Objectives

1.91

- This approach to community resources is not part of regular elementary program.

1.9 Organization members will be asked to contribute time or money or labor to help the student's solve or do the work to accomplish the student's stated community objectives.

Contributed organizational resources and teacher certification.

PROGRAM OBJECTIVE

To enhance the creative and self expressive potential of the gifted child by providing learning activity opportunities in art, drama, literature, music, science and other areas.



WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
<p>1.0 Gifted children in placement levels 1-3 will explore creative art forms in man's every day life. 75% of the children will demonstrate their understanding of art forms in their lives by producing three illustrative art forms in 2 weeks time.</p>	<p>1.1 Children will explore the following media: crayon poster paint water paint oil paint chalk ink finger paint paper art forms soap art forms</p>	<p>- Community resource people with expertise will assist children to explore guided art media within the school setting. This is not part of the regular school program.</p>	<p>1.11 One produced piece of art exploration by the child and teacher certification.</p>
<p>1.2 Symmetry art forms in child's life will be explored.</p>	<p>- An architect and a community artist will demonstrate symmetrical art forms in life. Children will list, draw or paint their understanding.</p>		<p>1.21 A list, a drawing or example pictures produced</p>
<p>1.3 Body prints, foot, hand, fingers will be studied to develop an awareness of man's beauty.</p>	<p>- A psychologist or M.D. and a community artist will demonstrate and children will produce their impressions. This is not part of the regular program.</p>		<p>1.31 One child produced piece of art of hand, foot or some other body portion. Teacher certification.</p>

# WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.4	Children will take a walk around the school ground to look at animal-plant life structures, and people art forms in their daily school life with sketch pad.	- A community artist and biologist or botanist will walk with children to assist them in discovering art forms and structures in their environment.	1.41 One original child piece of art work that relates to their observations in any chosen media. Teacher certifi- cation.
1.5	Children will visit a contemporary and classic art exhibit to get one idea that they produce in an art form.	- A practicing community artist will accompany the children and discuss the art forms they see in the art objects displayed and the art forms the children see in their everyday lives.	1.51 Each child will produce in some art media his understanding of what was seen and what was heard. Teacher certification.

PROGRAM OBJECTIVE

To provide learning activity opportunities for the gifted child to acquire and develop problem solving and critical thinking skills.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 Gifted elementary 4-5-6 children will have the opportunity to acquire problem solving and critical thinking skills. 75% of the children will learn how to gather, order, and analyze data to describe a problem and suggest possible solutions by May 1, 197-.	1.1 Library research skill activities will be presented that will allow children to gather data at the local /school library, the city library, and the California State University, Sacramento.	- Research activities at this level are not part of the regular school program. A elementary teacher, a city librarian, and a university librarian will present learning activities 1.1, 1.2, and 1.3.	1.11 Certified by teacher check lists and photographs of the 1.1, 1.2, and 1.3 learning activities.
1.2 Data collecting and ordering activities will be presented.		- Elementary children in regular program have few opportunities to learn how to select problems that need solving.	1.41 Problem areas chosen will be maintained as a record by the teacher.
1.3 Analyzing skills activities will be presented.		1.4 Problem areas will be selected that relate to improving a school situation.	

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.5	Learned data collection skills will be used to state the problem.	- Stating the problem in a defined way is not part of the regular program. The librarians will present this activity at the University library.	1.51 Data collection skills will be certified by the librarian.
1.6	Learned analysis and synthesis skills will be used to break data into component parts and use it to help evaluate what has to be done to solve the problem.	- Analysis skills will be presented by the librarians, elementary children in the regular program do not have this activity.	1.61 Analysis and synthesis skills will be certified by the librarian.
1.7	A synthesis of the collected data by students will assist in evaluating the possible solutions to selected problem areas.	- Synthesis skills are not usually taught in depth at this level.	1.71 The pupil acquisition of these skills will be certi- fied by the librarian.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.8	Presentation of solutions to peer group of gifted children for critique.	- Critique learning activities are not part of the elementary program. These skills will be presented by the librarian.	1.81 Solution presentation will be certified by the librarian.
1.9	Presentation of solutions to other school groups affected by the proposals.	- Presenting and defending solutions to problems are not part of the regular program.	1.91 Actual presentation will be evidence as certified by the librarian.

PROGRAM OBJECTIVE

To provide in-depth learning activities and opportunities for the gifted child in the academic areas.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
<p>1.0 Placement Levels 4-6 gifted students will be given the opportunity to develop an interest in higher level mathematics concepts. Minimum of 80% of the students will participate in two or more mathematics activities not in the regular program in a three week period of time.</p>	<p>1.1 Geoboard exercises.</p> <p>1.2 Tetrahedral forms.</p> <p>1.3 Contract Math. A contract made between a student and teacher to complete a set of activities in a specified time with observable product results.</p>	<p>- Students will encounter higher level concepts and materials than found in the regular classroom for the same age students.</p> <p>- Opportunity for learning in depth about particular aspects of geometry.</p>	<p>1.11 Teacher check list.</p> <p>1.21 Teacher check list.</p> <p>1.31 Contract product and teacher check list plus student self evaluation related to student developed objectives.</p>
<p>1.4 Calculator use and math short cuts provided with their use.</p>	<p>- Theory of numeration will be studied in detail.</p>	<p>1.41 Teacher check list.</p>	
<p>1.5 Develop math puzzles.</p>	<p>- Original material will be produced by individual students.</p>	<p>1.51 Produced puzzles and teacher certification.</p>	



WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.6	Navigation trips that require math concepts.	Plot an air trip to San Francisco and go with a pilot.	1.61 A plotted navigational trip to San Francisco and pilot certi- fication.
1.7	Speakers on math concepts in today's world.	Speakers with math research background will work with small group.	1.71 The speakers talk and tea- cher certifi- cation.

Materials

Math Application Kit  
with 270 Activity Cards  
Students investigate  
problems  
Calculators  
Navigation Instruments

#### PROGRAM OBJECTIVE

To enhance the creative and self expressive potential of the gifted child by providing learning activity opportunities in art, drama, literature, music, science and other areas.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 Gifted elementary children will have the opportunity to enhance their creative potential by participating in drama, art, literature, and music. 80% of the children will participate in two of the four areas by May 1, 197-.	1.1 Creative writing to produce a play.  1.2 Read literature to write the play.  1.3 Acting in a play.  1.4, Develop a correction drama and music script.  1.5 Direct and produce a short play.	- Introduction to this type of production is not part of the regular program.  - Accelerated beyond grade level.  - Role performance will be defined by the students.  - Community stage director who is not part of the regular program will assist.  - Children at this age do not have this experience in a regular program.	1.11 Display of writing and teacher certification.  1.21 Teacher check list.  1.31 Teacher certification.  1.41 Display of scripts and teacher certification.  1.51 The actual produced play and teacher certification.

WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.6	Direct a musical presentation for a school multipurpose program.	- Person from community with musical stage production skills will assist and this is not part of the regular program.	1.61 Teacher certi- fication and actual musical performance.

Literature Materials

- Tape recorder
- Records
- Musical instruments
- Scenery

**PROGRAM OBJECTIVE**

To provide in-depth learning activity opportunities for the gifted child in the academic areas.

## WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.0 All placement level 1-6 gifted children will have the opportunity to increase their understanding of a foreign language. 50% of the children will receive French language instruction and will be able to use a specified vocabulary list to orally speak twelve sentences, by May 1, 197-, after 20 lessons of $\frac{1}{2}$ hour each lesson.	1.1 Eight 9th graders will be trained to provide French foreign language. Training time, four months.  1.2 At beginning of the fifth month the 9th graders will each instruct one group of elementary chil- dren, 5 members in a group.	- French language instruction is not part of the regular 1-6 classroom learning activities.	1.11 Teacher certification.
	1.3 Instruction will be 90% oral.	- French language instruction is not part of the regular 1-6 classroom learning activities.	1.21 Actual beginning of instruction and teacher certification.  1.31 Teacher certification.
	1.4 10% of the instruc- tion will be written.		1.41 Teacher certification.

# WRITTEN PLAN, SAMPLE

Learner Objectives	Examples of Activities (including materials)	Ways in which activities are qualitatively different.	Evaluation Process for reporting progress toward achievement of learner objectives.
1.5	Most instruction and learning will be accom- plished through learn- ing game activities.		1.51 A display of learning games and teacher certification.
1.6	Three demonstrations will be presented to the parents of the participating chil- dren to illustrate learnings acquired and to recognize students for their learning.	- French language instruction is not part of the regular 1-6 classroom learning activities.	1.61 Three actual demonstrations and teacher certification.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Mentally Gifted Minors Program

ADMINISTRATIVE CODE (C.A.C.), TITLE 5, PROVISIONS PERTAINING  
TO PROGRAMS FOR MENTALLY GIFTED MINORS

November, 1974

Chapter 1. General Provisions

3800. General Provisions. (a) This division applies only to special educational programs for mentally gifted minors described in Article 14 (commencing with Section 6421) of Chapter 6 of Division 6 of the Education Code.

(b) The terms used herein have the same meaning as in that article.

Chapter 2. Identification of Mentally Gifted Minors

3820. Responsibility and Procedure for Identification. The responsibility for the identification of a pupil as a mentally gifted minor for whom special allowances may be paid under the provisions of Education Code Section 6426 (hereinafter called "mentally gifted minor") shall rest with the administrative head of the school district or an employee of the district designated by him. The identification shall be based upon a developmental case study made by an identification and placement committee (hereinafter called "the committee") of all pertinent evidence as to a pupil's general intellectual and scholastic capacity (including but not limited to a completed screening and nominating form and a psychologist's summary and evaluation). The committee shall consist of the school principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the district employee responsible for making the identification.

3821. Evidence to Be Studied, Except for Culturally Disadvantaged, Underachieving Pupils. Except for culturally disadvantaged, underachieving pupils described in Section 3822, among the items of evidence studied by the committee shall be evidence described in either (a), (b), or (c):

(a) A score at or above the 98th percentile on a full scale individual intelligence test approved by the Superintendent of Public Instruction and administered to the pupil by a person qualified to administer individual intelligence tests. The norm to be used for the score is the norm for children of the same age as the pupil tested.

(b) For a pupil in grades seven through twelve, a score at or above the 98th percentile in each of two tests chosen from a list of tests approved for the purpose by the State Board of Education and administered by a qualified person to the pupil while he was enrolled in grade 7 or above and within 24 months of the date of identification.



The two required tests are:

- (1) A standardized full-scale group test of mental ability.
- (2) A standardized test of one of the following:
  - (A) Reading achievement.
  - (B) Arithmetic achievement.
  - (C) Science achievement.
  - (D) Social science achievement.

(c) The judgments of teachers, psychologists, and administrators and supervisors who are familiar with the demonstrated ability or potential of the minors. In any given district not more than five (5) percent of the pupils identified under Section 3821 as mentally gifted minors shall be identified on such judgments alone.

3822. Separate Criteria for Identifying Culturally Disadvantaged, Underachieving, Mentally Gifted Minors. A culturally disadvantaged, under-achieving, mentally gifted minor shall be identified by the committee described in Section 3821 as follows:

(a) As "culturally disadvantaged" -- through the committee's study of all available and pertinent evidence of a child's language, cultural, economic, or environmental handicaps that have in the past and may in the future interfere with his success in school, restrict the development of intellectual and creative ability, and prevent full development of his potential. The report of the committee shall specify the disadvantage or disadvantages to which the pupil is subject. "Cultural disadvantage" shall be distinguished from cultural difference; it implies a lack of cultural background rather than a comparison among cultures.

(b) As "underachieving scholastically" -- by comparing the pupil's general intellectual capacity with this achievement on the basis of all pertinent evidence related to cultural disadvantage. Consideration shall be given to each of the following:

- (1) The judgment of the committee, all concurring, that the pupil could achieve at the upper two percent level were it not for his cultural disadvantage.
- (2) Test scores revealing discrepancies between general intellectual ability and achievement.
- (3) All pertinent school records.

(c) As "mentally gifted" -- on the basis of the judgment of the committee that he may be expected within a reasonable time and with appropriate curricular modifications to perform in school at a level equivalent to that of the mentally gifted minors identified pursuant to Section 3821. This judgment shall be based upon one or more of the following:

- (1) Precocious development and maturation in the pre-school or primary period, or outstanding scholastic accomplishment at any point in his school career.
- (2) Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or overly structured settings.

- (3) Outstanding achievements, skills, or creative products.
- (4) Scores at or above the 98th percentile on nonverbal (performance) scores of individual intelligence tests approved by the Superintendent of Public Instruction.

(d) In no case shall the minors identified pursuant to this section exceed two percent of the culturally disadvantaged pupils (as defined in Education Code Section 6452) within the school district.

### Chapter 3. Minimum Standards for Programs

#### Article 1. General

3830. Minimum Standards for All Types of Programs. A school program designed for mentally gifted minors shall meet all of the standards set forth in this chapter.

3831. General Standards. The following general standards apply to all types of programs.

(a) All pupils placed in the program are identified pursuant to Section 3821 or 3822 and are assigned to a program suited to their abilities and needs as determined by the committee.

(b) A developmental case study is maintained for each pupil placed in the program.

(c) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the district prior to the pupil's participation in the program.

(d) The program is qualitatively different from other school programs of the district because it meets the specific academic needs and requirements of mentally gifted pupils, identified in Section 3821 or 3822 as appropriate.

(e) A written plan for the program is available for public inspection at the same place or places as the district course of study. The written plan, which describes the qualitatively different curriculums for mentally gifted minors, includes:

- (1) The purposes of the program, including the general and specific goals which pupils are expected to achieve.
- (2) If the proposed program is one for special services or activities, it shall describe the services to be rendered and the activities to be included for each participating pupil for an amount of time each week that will average one class period (of at least 40 minutes) per day.
- (3) If the proposed program is for a "special day class", the plan shall include information concerning the curriculum content of the class and the opportunities to be afforded the pupils to engage with other pupils in supervised curricular or extracurricular activities outside of the minimum school day.

- (4) The special facilities and special materials to be used in connection with the program.
  - (5) The methods to be used in evaluating the various components of the program. These methods shall include an annual review of pupil progress and of the administration of the program.
  - (6) Procedures for administrative modification of aspects of the program.
- (f) The school day for pupils in any program shall be at least as long as that for other pupils of the same chronological age or grade.

## Article 2. Types of Programs

3840. Special Services or Activities. Special services or activities which may be provided include those described in the following situations:

(a) Pupils remain in their regular classrooms, but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities the pupils use advanced materials or receive special help through persons other than the regular classroom teacher. These mentally gifted minors may be specially grouped within a regular classroom setting.

(b) Pupils are provided with additional instruction by the school of attendance either by special tutoring or through correspondence courses specified in Education Code Section 5971 and Section 1633 of this title. Correspondence courses shall be supervised by a certificated employee within the pupil's school of attendance.

(c) Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.

(d) High school pupils for a part of the day attend classes conducted by a college or junior college or participate in College Entrance Examination Board Advanced Placement programs, and the high school provides books and supplies and transportation when needed.

(e) Pupils participate regularly, on a planned basis, in a special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom in which the pupils are enrolled.

(f) Classes as defined in Education Code Section 7557 or seminars are organized to provide advanced or enriched subject matter for a part of the school day during the regular school year or during a summer session.

(g) Pupils identified under Section 3822 participate for a part of the school day in educational activities designed to assist them to overcome as soon as possible their cultural disadvantage and their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities.

(h) Other services or activities approved 90 days in advance by the Superintendent of Public Instruction.

3841. Special Day Class. A "special day class" for mentally gifted minors consists of one or more classes (as defined in Education Code Section 7557) totaling as to any pupil a minimum school day where each of the one or more classes meets the following requirements:

(a) It is composed exclusively of pupils identified as mentally gifted minors pursuant to Section 3821 or 3822.

(b) It is especially designed to meet the specific academic needs of mentally gifted minors for enriched or advanced instruction and is qualitatively different from other classes in the same subjects in the school.

(c) It is taught by a teacher who in the judgment of the administrative head of the school district or the county superintendent has specific preparation, experience, and personal attributes desirable for a teacher of gifted children.

### Article 3. Length of Program

3850. Length of Program. A program shall be maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term. In a school which is not organized on the semester basis, one-half of the days the regular day schools are maintained is deemed the equivalent of a semester.

3851. Summer School Equivalent. A program provided as a part of an approved summer school meeting the time requirements set forth in Section 11474 and which program is conducted for a minimum of an average of three forty minute periods for each day on which the summer school is maintained, is deemed to be the equivalent of a program conducted for a semester. A pupil participating for a minimum of an average of three forty minute periods per day in such a program in an approved summer school for a total of 20 days may be counted as a participating pupil.

### Chapter 4. Approval of Programs

3860. Approval of Programs. The prior approval of the Superintendent of Public Instruction of a program (continuing or new) proposed to be conducted on or after July 1, 1970, shall be sought by application filed with the Superintendent of Public Instruction at least 30 days before the opening date of the semester or summer session when the program is to be given.

The application shall be accompanied by a copy of the written plan for the program described in Section 3831 (e) and shall explain how the program will be qualitatively different from the regular school program of the district and how it will meet the specific academic needs of the participating mentally gifted minors.

Approval shall be for a period to be determined by the Superintendent of Public Instruction but not to exceed three years. Approval of programs may be renewed upon submission of an application form and the written evaluation of the district's or county's mentally gifted minors' program in accordance with Section 3831(e).

3861. Approval of Programs Conducted Before July 1, 1970. Approval of programs conducted before July 1970 shall be in accordance with regulations in effect on September, 1969.

## Chapter 5. Handicapped and Gifted Pupils

### Article 1. Cross Categorical Experimental Programs for Handicapped and/or Gifted Minors

3780. Experimental Programs: Basis for Approval. With prior approval of the Superintendent of Public Instruction, an exemplary experimental program may operate at variance with Education Code Sections 6421-6434, 6750-6759, 6801-6820, 6901-6933, 11054 and 11227 and, with this flexibility as to type of minor, shall be designed to develop, demonstrate and evaluate instructional methods, counseling and guidance planning, program organization, differential placement of minors into programs, differential staffing patterns, in-service training and parent participation.

3781. Application for Approval of Programs. An application for prior approval to conduct an exemplary experimental program shall be submitted to the Superintendent of Public Instruction on forms provided by him at least 45 working days before the intended date of the program's initiation and shall meet the following requirements:

(a) It shall contain a program description and educational objectives for each pupil which are developed and reviewed with respect to expected progress.

(b) It shall provide assurance that adequate teaching and professional support services staff will be specifically assigned to this program to provide the instructional services, supervision, and specialized assistance indicated.

(c) It shall include a timetable for the measurement of pupil progress and a written plan detailing how the measurement will be accomplished.

(d) It shall provide for an evaluation of budget expenditures, per pupil costs, and program effectiveness as indicated by pupil progress compared to that of prior years.

(e) It shall contain an enumeration of the Education Code sections for which the applicant wishes a waiver or variance in the program, and the rationale therefor.

(f) It shall include a statement or resolution from the governing board of the applicant district or county superintendent of schools authorizing submission of the application.

3782. Duration of Program. (a) An experimental program may be terminated by the Superintendent of Public Instruction upon evaluation of the program which finds that the program is not meeting the stated provisions of the approved application, the objectives or the participating minors are being adversely affected or that the evaluation specified in Section 3784 has not been submitted.

(b) Except as provided in (a), an experimental program may be conducted for the length of time required to accomplish the objectives stated in the application as approved by the Superintendent of Public Instruction to the limit set in Education Code Section 6947.

3783. Limitation on Pupil Enrollment. No more than 5 percent of the statewide enrollment of exceptional minors may be enrolled in the experimental program described in this section. The 5 percent limitation is also applicable for each categorical program for exceptional minors authorized in those Education Code sections noted above.

3784. Evaluation of Experimental Programs. An annual evaluation of the exemplary experimental program shall be completed by the applicant on forms provided by the Superintendent of Public Instruction and sent to him not later than October 15 of each school year the program is in operation.

3785. Funding the Exemplary Program. The Superintendent of Public Instruction may grant a full apportionment for approved experimental programs and approve waivers of variances, where appropriate, from requirements for maximum class size, duration, or other provisions where in his opinion the quality and innovation of this experimental program is exemplary and warrants a waiver or variance. Funds provided for the program shall not be used to supplant local effort or funds.



The

TIP\* SCALE

(A Rating Scale to Aid in the Identification of Mentally Gifted Minors)

*Technical Manual and Research Summary*

John Piper, Ph.D.

GIFTED RESOURCE CENTER  
San Mateo County Schools  
609 Price Avenue, Suite 107  
Redwood City, CA 94063

An ESEA Title III  
Federally Funded Project

*\*Teacher Indicator of Potential*

USED WITH THE PERMISSION OF SAN MATEO COUNTY SCHOOLS

## BACKGROUND

In a survey of San Mateo County school districts conducted during the 1972-73 school year, it was discovered that every district used a different method to screen students for gifted testing. Further investigation into the matter indicated that no validated checklist or rating scale was available. The checklists used by teachers in most districts were developed locally. The items were taken from other non-validated checklists, out of books which described the characteristics of gifted persons, or described characteristics which "seemed appropriate" to the persons who developed the checklist. In some districts the lack of an effective checklist usable by teachers compelled the use of a shorter I.Q. test by psychologists as a screening instrument prior to administration of the authorized intelligence test.

MGM coordinators were informally polled concerning the usefulness of a validated screening device for use by teachers. The response was overwhelmingly in favor, and in the Spring of 1973 the process of development began.

## INITIAL DEVELOPMENT

As an initial step, many MGM screening checklists were gathered from inside and outside San Mateo County. Books which listed characteristics of gifted students or persons were also reviewed. A list of the characteristics was compiled from all sources.

From this list of some 150 different characteristics, items were reworded, categorized, and in some cases, combined. Rewording was necessary to fit items into an easily measured rating scale format, and to make items applicable for K-12 (it was later discovered that teachers of grades 7-12 are seldom familiar enough with their students to be able to use such a rating scale). A rating scale with 71 items was thus developed, utilizing a 5-point scale in which the rater indicates to what extent he has noticed the characteristics of each item in the student. The five level ratings were as follows:

- |   |              |
|---|--------------|
| 5 | Consistently |
| 4 | Frequently   |
| 3 | Occasionally |
| 2 | Seldom       |
| 1 | Never        |

## PILOT STUDY

A pilot study was undertaken in Cupertino, California with the 71-item rating scale, called a "Student Characteristics Rating Scale". The name intentionally avoided reference to the gifted to reduce possible bias on the part of raters during research. Purposes of the pilot study were to make any necessary changes in wording, to eliminate those items which did not discriminate gifted from nongifted students, and to determine if principals could respond to the items.

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The rating scale was given to seven teachers and principals of 24 students randomly selected from the MGM program, and 24 students not in the MGM program. Grades 2-6 were represented. MGM and non-MGM students were matched by classroom, and the non-MGM students were selected in a non-systematic random fashion by teachers. No principal felt his information about the students was adequate to rate them on the items. The teacher-rated items were evaluated to determine how well each item discriminated the MGM group from the non-MGM group. Only those items discriminating at a .05 confidence level were retained. This eliminated 34 of the 71 items (48%), leaving a rating scale of 37 items for further research.

### CORRELATIONAL STUDY

Since the primary requirement for identification of mentally gifted minors (MGMs) in California is I.Q., a study was undertaken to determine how well the Student Characteristics Rating Scale correlated with individual intelligence tests administered by psychologists.

During October 1973, the teacher of a combination second and third grade class in San Carlos School District, San Mateo County, rated the 14 third grade students in her class on the Student Characteristics Rating Scale. She was not told the purpose for doing so, although the psychometrist who asked her to rate the third graders in her class was assigned primarily to the MGM program. Following this rating of the students on the scale, all were examined by the psychometrist on the Stanford-Binet. A rank order correlation (Spearman rho) was computed between the I.Q. score and the total score on the Student Characteristics Rating Scale for each student. This resulted in a Spearman rho of .59, significant at the .05 level of confidence.

### VALIDATION SAMPLE

A sample of 86 MGM and 86 non-MGM students, grades 1-5, in San Mateo City Schools composed the validation sample. Of the 17 K-5 schools in the district, 15 were included in the sample. Approximately 300 MGM students have been identified in these schools. Those included in the sample were selected randomly at the district level. Through the coordination of the Director of Pupil Personnel Services, their names were given to the school psychologists assigned to the students' schools. Psychologists selected one control student from the classroom of each MGM. This was done in an informal random manner from class lists, avoiding selection of MGM students as control. The psychologists then introduced the Student Characteristics Rating Scale to the teachers, requesting that they complete it for the students named. Participating teachers rated a non-MGM for each MGM they rated. They were told only that the Department of Pupil Personnel Services was conducting research on a new assessment technique. The 37-item rating scales were completed in early December, 1973.

### ITEM ANALYSIS

The rating scale was again subjected to an item analysis to reject those items which did not significantly discriminate the MGMs from the non-MGMs in the San Mateo sample. Table 1 depicts the statistical analysis of each of the 37 items. Those rejected (Items 15, 19, 28, 33, 34, and 36) are noted.

TABLE 1

Item Analysis of the 37-Item Student Characteristics Rating Scale.  
Based on 86 Gifted and 86 Non-Gifted in the San Mateo City Schools Sample.

Item	Group	Mean	SD	T Value	Confidence Level	Item	Group	Mean	SD	T Value	Confidence Level
	HGH	3.77	0.95	6.61	0.000	22	HGH	4.34	0.73	8.31	0.000
	Non-HGH	2.78	1.00				Non-HGH	3.22	1.01		
	HGH	3.85	0.79	8.25	0.000	23	HGH	4.29	0.87	6.03	0.000
	Non-HGH	2.80	0.87				Non-HGH	3.37	1.12		
	HGH	4.14	0.74	9.80	0.000	24	HGH	4.51	0.70	8.49	0.000
	Non-HGH	2.86	0.96				Non-HGH	3.20	1.25		
	HGH	4.23	0.78	8.82	0.000	25	HGH	3.65	0.89	5.34	0.000
	Non-HGH	3.02	1.00				Non-HGH	2.93	0.88		
	HGH	3.77	0.84	9.04	0.000	26	HGH	3.94	0.84	5.00	0.000
	Non-HGH	2.57	0.90				Non-HGH	3.26	0.94		
	HGH	3.58	1.07	6.31	0.000	27	HGH	3.36	0.95	4.59	0.000
	Non-HGH	2.56	1.06				Non-HGH	2.67	1.01		
	HGH	3.45	0.87	4.31	0.000	28 (rejected)	HGH	3.79	0.84	2.21	0.029
	Non-HGH	2.82	1.00				Non-HGH	3.48	1.01		
	HGH	3.60	0.86	5.63	0.000	29	HGH	4.01	0.85	4.03	0.000
	Non-HGH	2.86	0.86				Non-HGH	3.43	1.04		
	HGH	3.61	0.94	4.63	0.000	30	HGH	4.42	0.69	4.39	0.000
	Non-HGH	2.95	0.92				Non-HGH	3.86	0.95		
	HGH	3.65	0.87	3.11	0.002	31	HGH	4.14	0.77	7.88	0.000
	Non-HGH	3.20	1.04				Non-HGH	3.12	0.93		
	HGH	4.13	0.77	9.26	0.000	32	HGH	3.85	0.91	7.36	0.000
	Non-HGH	2.84	1.01				Non-HGH	2.79	0.97		
	HGH	4.12	0.85	7.23	0.000	33 (rejected)	HGH	3.76	1.03	1.15	0.253
	Non-HGH	3.11	0.98				Non-HGH	3.58	1.06		
	HGH	4.00	0.84	4.17	0.000	34 (rejected)	HGH	3.80	0.91	2.29	0.023
	Non-HGH	3.36	1.14				Non-HGH	3.45	1.08		
	HGH	4.16	0.87	8.27	0.000	35	HGH	4.21	0.86	6.81	0.000
	Non-HGH	2.94	1.06				Non-HGH	3.19	1.10		
	HGH	3.62	0.96	1.69	0.093	36 (rejected)	HGH	2.37	0.98	1.50	0.135
	Non-HGH	3.36	1.07				Non-HGH	2.16	0.84		
	HGH	3.93	0.91	4.95	0.000	37	HGH	3.44	0.93	4.11	0.000
	Non-HGH	3.23	0.95				Non-HGH	2.85	0.96		
	HGH	3.69	0.91	3.90	0.000	TOTAL -	HGH	142.40	18.86	8.42	0.000
	Non-HGH	3.14	0.95			37 Items	Non-HGH	114.31	24.50		
	HGH	4.21	0.91	5.39	0.000	TOTAL -	HGH	121.48	17.05	8.78	0.000
	Non-HGH	3.44	0.95			31 Items -	Non-HGH	94.90	22.31		
	HGH	3.65	0.99	1.87	0.064	TIP SCALE					
	Non-HGH	3.38	0.88								
	HGH	4.27	0.74	3.11	0.002						
	Non-HGH	3.87	0.92								
	HGH	4.08	0.91	4.79	0.000						
	Non-HGH	3.37	1.03								

### TEACHER INDICATOR OF POTENTIAL (TIP) SCALE

To avoid confusion, the 31-item scale will be referred to as the TIP Scale, and the 37-item scale as the Student Characteristics Rating Scale. Remaining computations are reported for the shortened 31-item scale, although they are based on the teacher-completed 37-item scale San Mateo City Schools sample. The six rejected items are simply eliminated from all computations.

#### Reliability

Two measures of the instrument's reliability were computed: a split-half (odd-even) correlation, and a measure of the scale's internal consistency (a correlation between each item and the total score). The split-half method yielded a correlation of .946, significant at the .001 level of confidence. The internal consistency method also yielded all 31 correlations significant at the .001 level of confidence. The correlations are listed in Table 2.

TABLE 2

Kendall Correlation Coefficients Comparing Total Score with the Score of Each Item. Computed for the 172-student San Mateo City Schools Sample on the TIP Scale. All coefficients are significant at the .001 level of confidence.

<u>Item</u>	<u>Coefficient</u>	<u>Item</u>	<u>Coefficient</u>	<u>Item</u>	<u>Coefficient</u>
1	0.67	11	0.72	21	0.67
2	0.66	12	0.65	22	0.64
3	0.65	13	0.40	23	0.61
4	0.64	14	0.69	24	0.43
5	0.64	15	0.56	25	0.57
6	0.64	16	0.58	26	0.59
7	0.50	17	0.63	27	0.49
8	0.64	18	0.47	28	0.67
9	0.56	19	0.60	29	0.66
10	0.40	20	0.68	30	0.62
				31	0.56

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Comparisons by grade and by school were also computed. The number of students included at each grade level and in each school varies, and appears to be a primary factor in the variations reflected by the T scores.

Table 4 reports scores by grade level. Statistics were not calculated at grade 1 since scores are available for only one pair of students.

TABLE 4

T Score Comparisons of Teacher Ratings for MGM and non-MGM Students by Grade Level on the TIP Scale.

	<u>Group</u>	<u>No. of Students</u>	<u>Mean</u>	<u>SD</u>	<u>T Value</u>	<u>Confidence Level</u>
Grade 2	MGM	12	124.2	17.7	3.31	0.004
	Non-MGM	12	92.4	28.1		
Grade 3	MGM	16	120.5	15.8	2.98	0.006
	Non-MGM	16	100.8	21.2		
Grade 4	MGM	21	121.7	13.7	4.90	0.000
	Non-MGM	21	95.2	20.6		
Grade 5	MGM	36	120.5	19.6	5.46	0.000
	Non-MGM	36	93.8	21.8		

Table 5 reports scores by school. The number of students represented from each school varies considerably, and is roughly equivalent to the numbers of students in the MGM program from each school. Seven of the 14 schools for which T scores were computed (School #5 had too small a representation for computation) had T scores significant at the .05 probability level or higher.

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TABLE 5

T Scores Comparisons of MGM and Non-MGM Students by School on the TIP Scale.  
San Mateo City Schools sample.

<u>School</u>	<u>Group</u>	<u>No. Students</u>	<u>Mean</u>	<u>SD</u>	<u>T Value</u>	<u>Confidence Level</u>
1	MGM	8	111.0	21.1	2.14	0.052
	Non-MGM	8	90.5	17.0		
2	MGM	5	114.4	18.2	2.06	0.078
	Non-MGM	5	94.0	12.6		
3	MGM	3	131.3	6.7	4.89	0.016
	Non-MGM	3	79.3	17.2		
4	MGM	2	142.5	0.7	1.82	0.321
	Non-MGM	2	108.0	26.9		
5	MGM	1	Not Computed			
	Non-MGM	1				
6	MGM	5	127.6	16.7	1.56	0.169
	Non-MGM	5	101.6	33.3		
7	MGM	10	120.0	16.6	2.36	0.031
	Non-MGM	10	99.5	22.1		
8	MGM	3	132.7	14.6	1.60	0.208
	Non-MGM	3	95.0	38.1		
9	MGM	9	129.6	11.5	3.83	0.003
	Non-MGM	9	92.9	26.4		
10	MGM	3	108.0	25.0	-0.58	0.618
	Non-MGM	3	116.7	5.7		
11	MGM	4	114.5	23.7	1.43	0.227
	Non-MGM	4	96.8	7.6		
12	MGM	4	127.0	21.4	1.89	0.028
	Non-MGM	4	78.0	26.3		
13	MGM	9	125.1	11.0	2.91	0.014
	Non-MGM	9	96.4	27.5		
14	MGM	6	127.0	12.6	4.72	0.002
	Non-MGM	6	99.2	7.1		
15	MGM	14	115.6	17.0	2.86	0.009
	Non-MGM	14	93.1	24.0		

### USE OF THE SCALE

Districts will want to make use of all available information in making determinations about placement of students in programs for the gifted. The TIP Scale provides a standard and efficient method to tap the information teachers have about students. Other information is available in the cumulative file; however, and should supplement information provided by the TIP Scale before an intelligence test is administered by the psychologist. Readily available in many cum folders are standardized group test scores, record of grades received in earlier years, and prior teacher comments. This information should be carefully considered for each student individually. Some gifted students come to school so far ahead of their classmates that they are bored with many classroom activities. These students may prefer not to complete classroom assignments and therefore may have received both poor marks and negative teacher comments. Such students usually do well on standardized tests, however. Considerations such as this must be made in screening the cumulative file, and it is recommended that persons who understand the characteristics of gifted students be assigned the task.

Care should also be exercised in using the TIP score for screening purposes. If a student's teacher feels he is gifted, or that he should (or should not) be in the MGM program, this general feeling can influence the teacher's rating on each item of the TIP Scale. The teacher will be aware of the purposes of the scale and will have a personal investment in the outcome as well as a personal interest in the student. If teachers and other personnel are aware of the ease with which bias can be reflected on the scale, its results can be more effectively used in screening the gifted.

The psychologist's assessment of every student prior to consideration by the Admissions Committee is crucial. It is an independent assessment, made by someone trained to evaluate under standardized conditions and usually by someone who has only a professional involvement in the committee's decision.

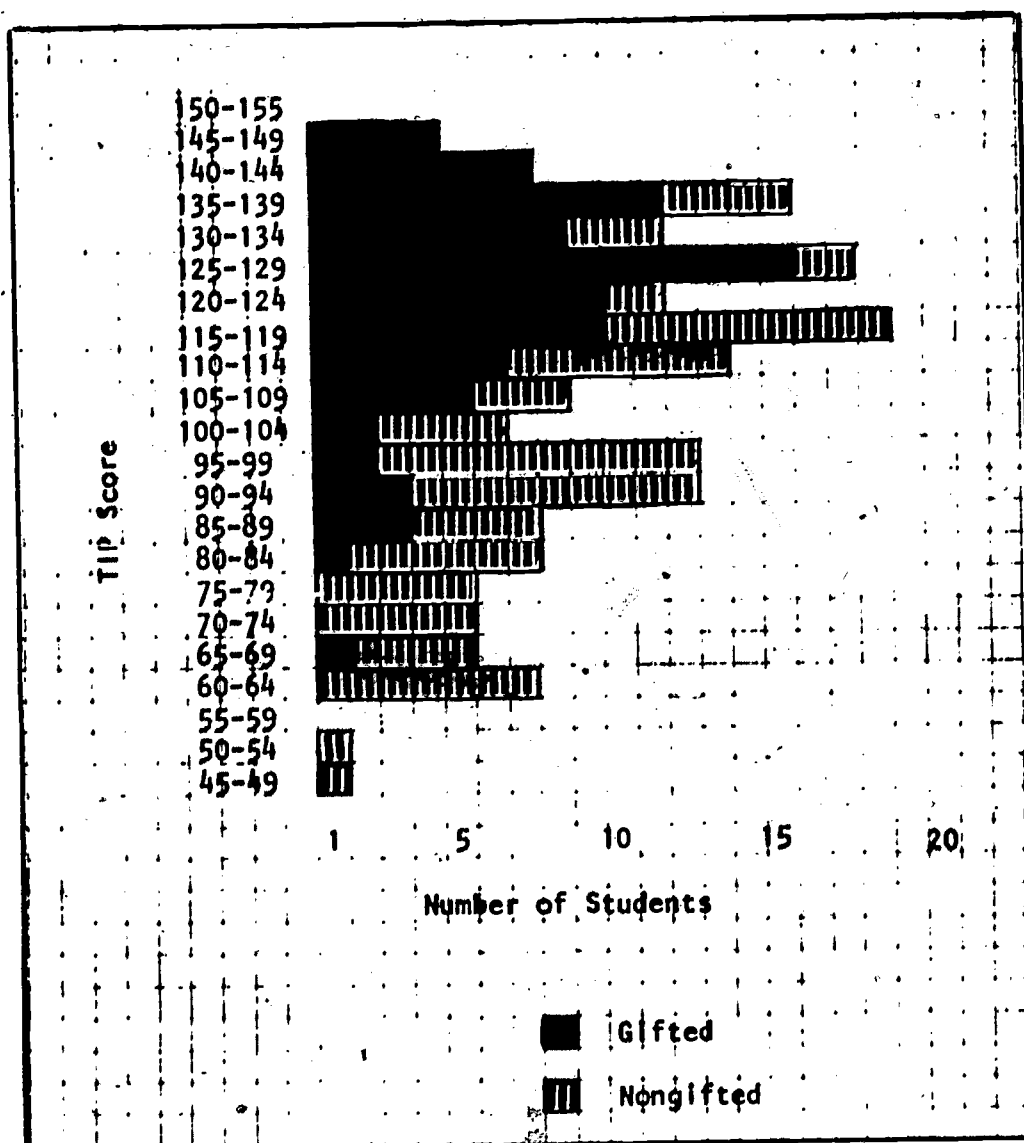
Persons who are close to the student (teacher, parents) and persons who take an impartial view are both needed for determining the proper placement of the student. The TIP Scale can be very helpful in briefly tapping and quantifying the teacher's storehouse of knowledge about the student.

The TIP Scale is intended as an instrument to make the identification process more efficient by permitting a higher ratio of positive referrals to the psychologist (a higher ratio of students who the psychologist and Admissions Committee feel should enter the MGM program). The TIP Scale hopefully will either reduce the necessary financial commitments, provide a more thorough screening, or, more appropriately, permit a better compromise between the two.

The cut-off score on the TIP Scale will determine both what approximate percentage of the gifted students will be identified and what approximate percentage of the nongifted students will be tested with negative results.

Districts differ in their priority for the MGM program, their goals regarding the identification of all gifted students, and the financial resources available for identification purposes. Districts may decide to utilize different cut-off scores than those suggested in this manual. The frequency distribution in Table 6 will provide information helpful to districts wishing to set their own cut-offs. Suggested cut-offs for general use will be explained.

TABLE 6  
DISTRIBUTION OF SCORES ON THE TIP SCALE  
FOR SAN MATEO CITY SCHOOLS SAMPLE





The TIP Scale may be used in at least two different ways to screen the gifted. It may be used to screen individual students who have been nominated for the MGM program, or to screen entire classes, grade levels, or schools for gifted identification. Different cut-off scores are recommended for these two situations.

Screening of students nominated for the MGM program should require a more lenient criterion since a recommendation for placement has already been made. In such a case the cut-off score of 105 is suggested. An examination of Table 6 will indicate that 86% of the MGM group were rated at 105 or above in the San Mateo City Schools sample.

Screening of classes, grade levels, or schools requires a more stringent criterion for the TIP Scale. In such a situation the TIP score should be used in conjunction with other available data for screening. The recommended cut-off score for this purpose is 115. This will provide identification of approximately 73% of the gifted students in a district such as San Mateo City Schools. It also means that approximately 23% of the nongifted students may be inappropriately referred for testing, assuming only the TIP score were used and also assuming that no students reported in the research sample as non-MGM actually were gifted.

TABLE 7

## SUGGESTED TIP SCORE CUT-OFFS

<u>Situation</u>	<u>Score</u>
Screening Students Nominated for Gifted Programs	105 and above
Screening Entire Groups	115 and above

Scoring Instructions

Although the TIP Scale is completed by the classroom teacher, it should be scored by a person less directly involved with the student, such as a guidance specialist or the coordinator of MGM programs. Districts may also wish to not inform teachers of the cut-off score used as a criteria for determining referrals to the psychologist. These two steps will help reduce the scoring bias (referred to on page 6) which might otherwise be present.

The total score on the TIP Scale is used for referrals. Computation of the total score must take into consideration items not rated by the teacher, since these unrated items will lower the total score correspondingly. Unrated items should be scored as "3" in computations of the total score.

To obtain the total score, simply sum the ratings for each of the 31 items, including a rating of "3" for each item not rated by the teacher.



### SUMMARY

The Teacher Indicator of Potential (TIP) Scale was developed in an attempt to make the process of MGM identification more efficient, and to provide an effective method for the teacher to organize and report his knowledge about his students for the Admissions Committee's information. The resulting rating scale proved to be a highly reliable and valid instrument with grades 2-5 of the sample population in San Mateo. It correlates well with I.Q. in San Carlos. It should be a helpful addition to district MGM identification tools.

JP:tw  
7/31/74

TIP\* SCALE

92

(\*Teacher Indicator of Potential)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

Please indicate how extensively the above student exhibits each of the characteristics on these pages. Indicate to what extent you have noticed the characteristics by circling the corresponding number as follows:

- 5 Consistently  
4 Frequently  
3 Occasionally  
2 Seldom  
1 Never

Circle only the one number which most closely corresponds with your observations.

- |           |   |
|-----------|---|
| 5 4 3 2 1 | 1) Relishes situations which require complex problem solving.                         |
| 5 4 3 2 1 | 2) Uses flexible approach to solution of problems.                                    |
| 5 4 3 2 1 | 3) Understands complicated concepts and relationships.                                |
| 5 4 3 2 1 | 4) Possesses an unusual amount of general information for his age.                    |
| 5 4 3 2 1 | 5) Uses unusual words for his age in appropriate ways.                                |
| 5 4 3 2 1 | 6) Is looked to by others for decisions.  |
| 5 4 3 2 1 | 7) Is able to realistically portray varied roles in story-telling or dramatic acting. |
| 5 4 3 2 1 | 8) Exhibits seemingly new or original ideas.  |
| 5 4 3 2 1 | 9) Influences the activities of others.   |
| 5 4 3 2 1 | 10) Is able to laugh at himself.  |
| 5 4 3 2 1 | 11) Demonstrates understanding of concepts beyond his age level.                      |
| 5 4 3 2 1 | 12) Responds quickly when asked questions.  |
| 5 4 3 2 1 | 13) Free of nervous tensions.   |
| 5 4 3 2 1 | 14) Is able to articulate ideas fluently.   |
| 5 4 3 2 1 | 15) Maintains many hobbies/interests/activities.                                      |
| 5 4 3 2 1 | 16) Creates imaginative stories.  |
| 5 4 3 2 1 | 17) Possesses high degree of common sense.  |
| 5 4 3 2 1 | 18) Shows strong sense of right and wrong.  |
| 5 4 3 2 1 | 19) Works on projects, problems, without adult supervision.                           |
| 5 4 3 2 1 | 20) Remembers facts accurately without special effort.                                |
| 5 4 3 2 1 | 21) Achieves good grades consistently.  |

- 5 4 3 2 1      22) Excellent and avid reader.
- 5 4 3 2 1      23) Combines ideas/materials in unique ways.
- 5 4 3 2 1      24) Does things his own way.
- 5 4 3 2 1      25) Organizes/coordinates the activities of peers.
- 5 4 3 2 1      26) Eager to try new activities.
- 5 4 3 2 1      27) Appears cheerful and happy.
- 5 4 3 2 1      28) Approaches all tasks in logical manner.
- 5 4 3 2 1      29) Probes beyond "how" and "what" to the "why" in his questioning.
- 5 4 3 2 1      30) Self-confident.
- 5 4 3 2 1      31) Creates products of unusual character or quality.

Indicate any significant characteristics (i.e., particular strengths, weaknesses, and interests) that would be helpful in determining program focus for this student.

Developed by John Piper, Ph.D.  
 GIFTED RESOURCE CENTER, San Mateo County Schools  
 A Title III ESEA Project

4/15/74

## GIFTED RESOURCE CENTER

PRICE AVE., SUITE 107/REDWOOD CITY, CA. 94063/PHONE (415) 364 5600 EXT. 4361 CONSULTATION RESEARCH DEMONSTRATION

March 25, 1975

Mr. Charles Thompson, Principal  
Sacramento City Unified School District  
P. O. Box 2271  
Sacramento, CA 95810

Dear Mr. Thompson:

Please feel free to duplicate for your use anything from the  
Identification of the Mentally Gifted Student booklet, with  
no restrictions whatsoever.

Sincerely,



John Piper  
Psychological and Research Consultant

JP:tw

Sacramento City Unified School District  
Special Programs and Services Office  
Pupil Personnel Services Department

95

REQUEST FOR PUPIL PERSONNEL SERVICES

This request is to be signed by the appropriate school administrator and submitted to Psychological Services, 810 V Street Annex.  
NOTE: (a) Form PPS-4 (HEALTH REPORT) must accompany all referrals except Gifted and general referrals.  
(b) Prescreening is required for Gifted referrals, grades 4 through 12. A score at or above the 95 Percentile on the Slosson Intelligence Test, CTMM (total score) or Lorge Thorndike (total score) is required. (enter in Item 3).

Pupil's name \_\_\_\_\_ Student Number \_\_\_\_\_  
Verified birthdate \_\_\_\_\_ School \_\_\_\_\_ Grade or level \_\_\_\_\_  
Parents or Guardian \_\_\_\_\_ Address \_\_\_\_\_  
Home phone \_\_\_\_\_ Teacher or Counselor \_\_\_\_\_

1. Check reason for referral:

- a. \_\_\_\_\_ Psychological evaluation for consideration of possible special education class placement. Specify class (e.g., EMR, TMR, EH, MH, Aphasic, PH, MGM \_\_\_\_\_).  
b. \_\_\_\_\_ Psychological evaluation to assist the school guidance function.

2. Academic achievement and language ability:

	MATH	READING
Current Grade Level Functioning		

Group Tests	Reading	NAME	ACHIEVEMENT	DATE
	Math			
Individual Tests				

Language Development	Verbal Expression Abilities	Vocabulary	Inadequate	Adequate	Superior
		Grammar			
		Fluency			
		Structure			
	Written Language Skills	Spelling			
		Legibility			
		Originality			

Has student had speech therapy? \_\_\_\_\_ Yes \_\_\_\_\_ No (Date(s): \_\_\_\_\_)

Language spoken in home (if other than English): \_\_\_\_\_

3. Intellectual Ability:

Group Tests	NAME	ABILITY/PERCENTILE	DATE
Individual Tests			

4. Number of Schools Attended: California \_\_\_\_\_ Out of State \_\_\_\_\_ Private/Parochial \_\_\_\_\_  
Attendance: Good \_\_\_\_\_ Poor \_\_\_\_\_ Irregular \_\_\_\_\_ Grade Repeated K 1 2 3 4 5 6 Grade Accelerated \_\_\_\_\_

5. Supplemental Data: /

Describe strengths and weaknesses of the student as demonstrated by observed behavior in social, emotional, and academic areas:

Strengths: \_\_\_\_\_

Weaknesses: \_\_\_\_\_

Describe child's interpersonal relationships: \_\_\_\_\_

Describe child's interests: \_\_\_\_\_

REFERRAL PREPARED AND SUBMITTED BY:

\_\_\_\_\_  
(Signature of teacher or counselor)

\_\_\_\_\_  
(Signature of school administrator)

\_\_\_\_\_  
(Date)

PARENT AUTHORIZATION FOR PUPIL PERSONNEL SERVICES

I authorize the use of school psychological, health, speech, and language services to aid in educational planning and to assist in the guidance of my child.

I understand these services may include the administration of individual intelligence, achievement, aptitude, and/or projective tests or scales, and other assessment measures given by fully qualified personnel, and upon my request a conference will be arranged to discuss the conclusions and recommendations resulting from the service.

I agree to obtain a medical examination, as required by the district, of my child if a health study indicates the need for additional medical information to determine the extent to which health problems are related to learning and/or behavior problems.

\_\_\_\_\_  
(Signature of Parent or Guardian)

\_\_\_\_\_  
(Date)

AUTORIZACIÓN DE PADRES PARA SERVICIOS

He autorizado el uso de un psicólogo escolar, saludbridad, lenguaje, y servicios de idioma para ayudar en un plan educacional y para asistir la conducta de mi niño.

Tengo el entendimiento que estos servicios pueden contener la administración de inteligencia individual, realización, capacidad y/o pruebas projectivas o escalas y otros grados de valoración obtenidos por personal competente y bajo mi petición una conferencia se hara para discutir la conclusión y recomendación la cual resultara de el servicio.

Estoy de acuerdo de que mi niño obtenga un examen médico, tal como lo requiere el distrito, por si acaso la investigación de salud indique la necesidad para mas información médica y asi se determinará el grado, por el cual problemas de salud son allegados y asi se podra adquirir conocimiento y/o problemas de comportamiento.

\_\_\_\_\_  
(Firma de el Padre o Guardian)

\_\_\_\_\_  
(Fecha)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Special Programs Office  
Special Education Department

96

ELIGIBILITY FOR GIFTED PROGRAM

NAME: \_\_\_\_\_

BIRTHDATE: \_\_\_\_\_

PARENTS: \_\_\_\_\_

STUDENT NUMBER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

GRADE: \_\_\_\_\_

PSYCHOLOGICAL EVALUATION:

DATE: \_\_\_\_\_

Test Administered:

\_\_\_\_\_ Stanford-Binet \_\_\_\_\_ Leiter \_\_\_\_\_ WISC

Percentile:

\_\_\_\_\_ 98+ \_\_\_\_\_ 94-97 \_\_\_\_\_ 89-93 \_\_\_\_\_ 82-88 \_\_\_\_\_ 73-81 \_\_\_\_\_ 62-72 \_\_\_\_\_ 50-61 \_\_\_\_\_ 49-40

Program Eligibility:

Parent Conference Date: \_\_\_\_\_

\_\_\_\_\_ Eligible \_\_\_\_\_ Not Eligible

COMMENTS:

\_\_\_\_\_  
(TITLE)

SE-37  
3-24-72

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Special Programs Office  
Mentally Gifted Minors

97

ADMISSION COMMITTEE REPORT FOR MENTALLY GIFTED MINORS

Date \_\_\_\_\_

Pupil's Name \_\_\_\_\_ Birthdate \_\_\_\_\_  
Parent's Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Address \_\_\_\_\_ School \_\_\_\_\_  
Grade Placement \_\_\_\_\_

This child has been identified in accordance with:

I. Individual Intelligence Test - Title V 3821(a)

Name of Test	Date	I.Q.
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II. Group Mental Ability Test - Title V 3821(b)

Name of Test	Date	Percentile
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Standardized Achievement Test

Name of Test	Subject Area	Date	Percentile
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III. Staff Judgment - Title V 3821(c)

IV. Culturally Disadvantaged Underachieving - Title V 3822

A special case study will need to be written up as defined by Title V 3822 to qualify pupils under this section.

This child is certified for the Mentally Gifted Program. The identification has been based upon a study made by the following committee members:

_____	Principal
_____	Teacher
_____	School Psychologist
_____	Coordinator of the Mentally Gifted

(Signatures Required)

Committee recommendations:



Sacramento City Unified School District  
Administration Building  
Special Programs Office  
Special Education Department

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RECORD OF PARENT CONFERENCE PRIOR TO PUPIL PLACEMENT  
IN EDUCATIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN

Name of Pupil \_\_\_\_\_

Student No. \_\_\_\_\_

Birthdate \_\_\_\_\_

School \_\_\_\_\_

TO WHOM IT MAY CONCERN:

After our discussion concerning my child's general learning ability, school progress and social adjustment, I hereby agree to his/her placement in the indicated educational program as soon as the necessary arrangements can be made.

I understand that the progress and development of my child will be carefully observed and that I will be informed orally or in writing at various times, or upon my special request, as to the nature of such progress.

\_\_\_\_\_  
Signature of Parent (s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

Indicated Program:  
Physically Handicapped  
Program \_\_\_\_\_

Educationally Handicapped \_\_\_\_\_

Educable Mentally Retarded \_\_\_\_\_

Trainable Mentally Retarded \_\_\_\_\_

Gifted \_\_\_\_\_

Other \_\_\_\_\_

**CULTURALLY DISADVANTAGED, UNDERACHIEVING**  
**MENTALLY GIFTED MINORS**

This form is designed to identify those mentally gifted students who are culturally disadvantaged and underachieving as outlined in Section 3822 of the Title V California Administrative Code. It contains three sections to complete for each student:

- Section A: To identify students who are disadvantaged in one of four areas.  
 Section B: To identify disadvantaged students who are underachieving.  
 Section C: To identify "culturally disadvantaged, underachieving" students who are gifted.

**SECTION A: EVIDENCE OF DISADVANTAGE**

Scoring instructions: This section deals with cultural disadvantage. Items are stated in the positive. An assumption is made that the experiences described are usually culturally stimulating and therefore desirable for educational preparation. However, the rater must make a subjective judgement regarding whether the student is more "culturally disadvantaged" (less "culturally disadvantaged") because of each characteristic which the student has not had the opportunity to experience. A score above the suggested cutoff in any one of the four areas constitutes adequate evidence of disadvantage.

Rate each item on the following scale of 1-4:

- 1 - Yes. This characteristic has not caused disadvantage to student.  
 2 - No, but this has not influenced disadvantage to student/or/  
 Inadequate information available.  
 3 - No, and this has influenced disadvantage to student.  
 4 - No, and this has strongly influenced disadvantage to student.

**Evidence of Disadvantage - Environmental (circle)**

1. Attended nursery school or kindergarten program.
2. Has traveled widely, including overnight stays.
3. Near perfect attendance in school.
4. Has been in same school throughout school year.
5. Many enriching, stimulating experiences available in home (games, discussions, visitors, flora and fauna)
6. Student has ample free time to pursue interests at home.
7. Is always well-groomed and clean.
8. Strong family support of education.
9. Student comes from stable home.
10. Both parents live in home with student.
11. Student has never been a Ward of the Court.
12. Student shares bedroom with no more than one sibling.
- Family values are compatible with those of community.

<i>Not</i> <i>Disadvantaged</i>		<i>Disadvantaged</i>	
Yes	No	No	
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Evidence of Disadvantage - Language

<i>Not Disadvantaged</i>		<i>Disadvantaged</i>	
Yes	No	No	
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

1. Student expresses self well in one language.
2. Student speaks standard English (as opposed to a ghetto dialect, for example).
3. English is the primary language spoken at home
4. Wide variety of books, magazines, and newspapers in home.

Language Total Score:  
(Suggested cutoff - 11)

Evidence of Disadvantage - Cultural

<i>Not Disadvantaged</i>		<i>Disadvantaged</i>	
Yes	No	No	
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

1. Student has had extensive contact in majority culture.
2. Has had extensive intellectually stimulating experiences.
3. Adequate contact between parents and school.
4. Parents of student are well educated.
5. Wide variety of books, magazines, and newspapers in home.
6. Has traveled widely, including overnight stays.
7. Many enriching, stimulating experiences available in home (games, discussions, visitors, flora and fauna)
8. Strong family support of education.
9. Student watches worthwhile TV programs.

Cultural Total Score:  
(Suggested cutoff - 26)

Evidence of Disadvantage - Economic

<i>Not Disadvantaged</i>		<i>Disadvantaged</i>	
Yes	No	No	
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

1. Family lives in middle or upper economic neighborhood.
2. Medical/dental needs of student are met.
3. Student's nutrition is adequate.
4. Student's clothing does not stand out as different from peers.

Economic Total Score:  
(Suggested cutoff - 11)

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## SECTION B: EVIDENCE OF UNDERACHIEVEMENT

Scoring Instructions: This section deals with underachievement. It should be completed for students who are identified as disadvantaged according to Section A (that is, those who score above the cutoff in one of the four areas). Five "yes" responses indicates underachievement in better than half the situations. This was arbitrarily selected as criteria.

	<u>Circle</u>	
	Yes	No
1. Standardized test results indicate student could be performing better in the classroom.		
2. Student spends a significant amount of time in the classroom daydreaming.		
3. Parents feel student should be achieving better.		
4. Student's grades are inconsistent.		
5. Student is inconsistently motivated in classwork.		
6. Student seems capable of making better grades than he does.		
7. Student seldom completes assignments.		
8. Student often prefers activities other than those teacher directs.		

(Suggested - 5 "yes" responses qualifies as underachieving.)

## SECTION C: EVIDENCE OF GIFTEDNESS

Scoring Instructions: This section deals with determination of giftedness once the student is identified as both disadvantaged (Section A) and underachieving (Section B). The committee should carefully weigh the evidence presented before making the determination.

Describe any of the following characteristics which would indicate that this student is gifted.

1. Precocious development and maturation in the preschool or primary period.

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2. Outstanding scholastic accomplishment at any point in his school career.

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3. Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or overly structured settings.

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4. Outstanding achievements, skills, or creative products.

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5. Nonverbal intelligence test scores.

Name of Test	Date	Nonverbal IQ	Verbal IQ (if administered)

6. Other evidence of giftedness: \_\_\_\_\_

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GIFTED RESOURCE CENTER  
 San Mateo County Schools  
 A Title III ESEA Project

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## I. Identifying Information

## II. Personal History

**Traits (checked by homeroom teacher each year)**

[illegible]

Adjustment (Note by homeroom teachers each. Narratives attached)

[illegible]

### Special Interests

### III. Supplementary Test Data:


IV. Indicate the type of program this student is participating in for each grade:

- [illegible]

V. Forms in File:

\_\_\_\_\_ Teacher Referral \_\_\_\_\_ PPST \_\_\_\_\_ TIP \_\_\_\_\_ Slosson  
\_\_\_\_\_ Culturally Disadvantaged, Underachieving  
\_\_\_\_\_ Psychologist Summary  
\_\_\_\_\_ Admission Committee Report SE47  
\_\_\_\_\_ Parent Permission: \_\_\_\_\_ Testing PPS5 \_\_\_\_\_ Placement SE40

WRITTEN PLAN FOR \_\_\_\_\_  
(School)

MGM PROGRAM

197 -7

Items in columns should relate by numbering horizontally

Learner Objectives written in measurable terms: i.e., academic, intellectual or creative skills; advanced knowledge; leadership; self concept, or career information.	Examples of Activities (including materials)	Describe or indicate ways in which activities are qualitatively different; how they go beyond or are in addition to regular programs	Evaluation Process for reporting progress toward achievement of learner objectives
340			105



JOHN CABRILLO SCHOOL  
October 28, 1974

CAP NEWSLETTER  
Unit I

Dear Parents:

The 1974-75 school year has been divided into five units of emphasis. Unit I covers Sacramento's Outdoor Environment. We will sample the Performing Arts and Holidays for Unit II. During Unit III we will delve into Technology - Friend or Foe? Unit IV will correlate activities to the Multicultural studies. Concluding the year will be Unit V called Spring Potpourri which will include some gardening and activities we couldn't include in other units. There is more to see and do than we have time!

Unit I is well underway now. The first activity was a bike ride on the American River Bike Way. About 30 parents and children enjoyed a warm day featuring exercise (a few sore muscles for some of us) and observation of the plant life along the trail. Several of Mrs. Woerner's class brought back exhibits to share with other class members. A nature table has been set up in the classroom for all to enjoy.

Mr. Young came to our school to talk to all of grades 4-6 plus CAP students in grades 1-3 about how Sacramento manages solid waste removal. He spoke about problems of removal, equipment used and general information as a prelude to a field trip to the land fill area for 80 of our students.

Future events include a full-blooded Iroquoise Indian discussing ecology, a film on air pollution, and a speaker on noise pollution. Here is a schedule for the remainder of this Unit:

Monday, October 28	Chief White Eagle speaking on conservation grades 4-6; CAP students 1-3
Wednesday, October 30	Film on air pollution by Roger Pulley grades 4-6; CAP students 1-3
Monday, November 4	Field trip to Ancil Hoffman Park All CAP students; 20 other students
Wednesday, November 6	Speaker on noise pollution grades 4-6; CAP students 1-3

End of Unit I

## CAP NEWSLETTER

Unit I

Page 2

Please note that parents are invited to attend any of the above. Speakers and films are in the Multipurpose room and even with all of the students we would be happy to squeeze in interested parents!

Through cooperation with the MGM (Mentally Gifted Minors) program in Sam Brannan Junior High School 30 of our students (CAP and non-CAP) in grade level 4-6 are receiving French instruction. This is being supervised by the Sam Brannan French teacher, Mrs. Linda Biko.

Also during the month of October, a mini-unit on chess instruction by five (5) 5th and 6th graders is in progress in Mrs. Woerner's room. We have six (6) CAP and four (4) non-CAP students involved in cross-graded tutoring. This is good preparation for our younger students for the chess club which we plan to start in the next unit of studies.

A contest has been conducted involving each room to name our newsletter. The winning room will receive a prize for the room valued up to \$15. The new name will appear during the week of November 4th. During that week, the calendar of events for Unit II will be given to each student.

To sum up this period we are emphasizing ecology and environment. However, mini-units will appear from time to time concerning other subjects.

CAP has a mailbox in the office. Please do feel free to let us know your reactions and thoughts.

Barbara Suter  
CAP Coordinator



# GIFTED PROGRAM PRODUCT REPORT END OF YEAR

SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_ REPORTED BY \_\_\_\_\_

OBJECTIVES	EVALUATION PROCESS	DATA INTERPRETATION	CONCLUSIONS	RECOMMENDATIONS

## MGM PROGRAM BUDGET PROPOSAL

(School)

197 -7

Total Anticipated Allocation \$

CODE	CATEGORY	PROPOSED AMOUNT
560 11 02	Substitute Teachers	
560 11 03	Certificated Salary, Temporary	
560 21 03	Classified Salary, Temporary	
560 51 00	Consultant/Outside Services	
560 43 00	Supplies/Expense	
560 59 41	Field Trips	
560 64 00	Equipment	
<u>Other</u>		
	TOTAL	